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ABSTRACT

This handbook is based upon a new social studies curriculum designed to give students guided experience in the responsible use of personal freedom. The new approach seeks to provide actual experience in the making of choices and judgements in order to improve man's relationship to his social and physical environment. Thus, the new social studies is organized around experiences which allow students to clarify their personal values and to understand the values of others. The valuing process should be the major activity of social studies students. A second characteristic of the new social studies is flexibility. Therefore, this curriculum allows for decisions to be made by those who will be affected by them. The values orientation and flexibility imply a definite de-emphasis on covering knowledge from history, geography and the social sciences. Knowledge should be uncovered not for its own sake but only as it is needed when students are engaging in the valuing process. The handbook outlines cognitive and affective objectives; how to plan for the attainment of multiple objectives; an elaboration of program components in the new social studies; how to plan instructional units; and, teaching-learning activities. Sample units for grades 1-6 are included. (Author/AWW)

ED 063184

Experiences in Decision Making



ELEMENTARY SOCIAL STUDIES HANDBOOK

Province of Alberta

Department of Education January 1971

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"Only if we understand the possible consequences for our actions and innovations; only if we choose our goals and pursue them, only if we believe that social responsibility cannot be delegated or avoided, can we remove our future from the domain of chance and actively seek the best for all."

THEODORE GORDON
Social Technology

EXPERIENCES IN DECISION MAKING

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ACKNOWLEDGEMENT

The Handbook for Elementary Social Studies was prepared in consultation with the Elementary Social Studies Curriculum Committee. The contribution of the following committee members is gratefully acknowledged.

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The late Mrs. G. Sylvester, Beaverlodge

The sample units which appear in the handbook were developed and piloted by ad hoc committees working under the direction of these local committees is acknowledged.

This handbook is essentially a service publication, not only insofar as it duplicates the content of the Elementary Social Studies.

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Studies.

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PREFACE

Two questions occur to teachers as they consider the implementation of a new social studies curriculum. First they ask, "Why do we need a new social studies curriculum?" Then they wonder "What is new about the new social studies?"

Stated most simply, a new social studies curriculum is necessary because some very difficult decisions face today's young people. Affluence and an accompanying reduction of external restraints¹ have placed in the hands of each individual the opportunity and the responsibility of choosing how he will live and what he will live for.

Young people today, more than any other generation of students, have the freedom to determine their personal relationship to the social and physical environment. **A new social studies curriculum is needed in order to give students guided experience in the responsible use of personal freedom.**

Alberta's new social studies seeks to help students utilize personal freedom in discovering ways to improve man's relationship to his social and physical environment. In order to meet this objective, the new social studies seeks to provide actual experience in the making of choices and judgements. Students are invited to deal not only with the "what is" but also with the "what ought to be".

A concentrated concern with "what ought to be" gives rise to what is probably **the major distinguishing characteristic of the new social studies—its values orientation.** The values orientation of the new social studies is premised on the conviction that students (and adults) exercise freedom according to the values that they hold. Values, and related feelings and attitudes, are the prime determiners of actions. Man's relationship to his social and physical environment can be improved; but only when people's behavior is guided by values that are clear, consistent, and defensible in terms of the life goals of each individual as a member of society.

Thus, the new social studies should be organized around experiences which allow students to clarify their personal values and to understand the values of others. Human values should be the major focus of attention in the new social studies. **The valuing process should be the major activity of social studies students.**

A second characteristic of the new social studies curriculum allows for decisions to be made by those who live with the consequences of those decisions. The objectives and content prescribed by the Education are stated in the very broadest of terms. Within this framework, called the master curriculum, teachers practice responsible decision-making by planning experiences which are significant and relevant to their students.

The values orientation and flexibility of the new curriculum is a definite de-emphasis on "covering" knowledge from the social sciences. This is not to say that such knowledge is unimportant. Students cannot "value in a vacuum", without alternatives and consequences. Nor will "the pooling of knowledge" prove for very long to be significant and relevant.

Knowledge should be "uncovered" not for its own sake as it is needed when students are engaged in the value process. With this in mind, the new social studies outlines major concepts and organizations that are easily remembered, enduring, and applicable to a variety of life situations. Similarly, the new curriculum provides opportunities for developing many skills, especially group and problem-solving skills.

The new social studies offers many challenges, among these challenges is the invitation to help children (re-discover) their feelings. Schooling can no longer be an intellectual experience. Social studies classes must be environments in which students merge reason with feelings.

¹Not everyone would agree that external restraints on individual behavior have been reduced. Some would argue that the diminishing of the cohesive community, church and family is counter-balanced by the influences imposed by big business, government and the mass media. These influences are less direct, thus enabling individuals to "do their own thing".

PREFACE

occur to teachers as they consider the implementation of a new social studies curriculum. First they ask, "Why do we need a new social studies curriculum?" Then they wonder "What is the purpose of social studies?"

ly, a new social studies curriculum is necessary. Difficult decisions face today's young people. Affluence and the reduction of external restraints¹ have placed upon the individual the opportunity and the responsibility to decide how to live and what he will live for.

Today, more than any other generation of students, must determine their personal relationship to the social environment. A new social studies curriculum is needed to provide students with guided experience in the responsible use of

social studies seeks to help students utilize personal values and ways to improve man's relationship to his social environment. In order to meet this objective, the new curriculum provides actual experience in the making of choices. Students are invited to deal not only with the "what is" but also with "what ought to be".

Concern with "what ought to be" gives rise to what is a distinguishing characteristic of the new social studies orientation. The values orientation of the new social studies is based on the conviction that students (and adults) exercise choice in the values that they hold. Values, and related actions, are the prime determiners of actions. Man's social and physical environment can be improved; his behavior is guided by values that are clear, consistent, and in terms of the life goals of each individual.

Social studies should be organized around experiences that help students to clarify their personal values and to understand the values of others. Human values should be the major focus of the new social studies. The valuing process should be the central activity of social studies students.

A second characteristic of the new social studies is flexibility. The curriculum allows for decisions to be made by those who will be affected by them. The objectives and content prescribed by the Department of Education are stated in the very broadest of terms. Within this broad framework, called the master curriculum, teachers and students can practice responsible decision-making by planning together learning experiences which are significant and relevant to their own lives.

The values orientation and flexibility of the new curriculum imply a definite de-emphasis on "covering" knowledge from history, geography and the social sciences. This is not to say that such knowledge is unimportant. Students cannot "value in a vacuum", without knowledge of alternatives and consequences. Nor will "the pooling of mutual ignorance" prove for very long to be significant and relevant.

Knowledge should be "uncovered" not for its own sake but only as it is needed when students are engaging in the valuing process. With this in mind, the new social studies outlines major concepts and generalizations that are easily remembered, enduring, and transferable to a variety of life situations. Similarly, the new curriculum includes opportunities for developing many skills, especially group-process skills and problem-solving skills.

The new social studies offers many challenges to teachers. Chief among these challenges is the invitation to help children discover (or re-discover) their feelings. Schooling can no longer be viewed as purely an intellectual experience. Social studies classes must become a forum in which students merge reason with feelings.

¹Not everyone would agree that external restraints on individual behavior have been reduced. Some would argue that the diminishing influence of the once cohesive community, church and family is counter-balanced by the restraints imposed by big business, government and the mass media. However, these latter influences are less direct, thus enabling individuals to "do their own thing".



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SAMPLE UNITS

Grade One	Green
Grade Two	Sauterne
Grade Three	Lavender
Grade Four	Blue
Grade Five	Pink
Grade Six	Lemon

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SAMPLE UNITS

Grade One -----	Green
Grade Two -----	Sauterne
Grade Three -----	Lavender
Grade Four -----	Blue
Grade Five -----	Pink
Grade Six -----	Lemon.

Chapter I

THE NEW SOCIAL STUDIES PROGRAM

Rationale

Alberta's new social studies curriculum (Grades I-XII) is premised on the assumption that schools must help students in their quest for a clear, consistent and defensible system of values. Schools have long been concerned with the attitudinal development of their students; however, this concern has been more implicit than explicit. Now, as our society becomes more and more pluralistic, schools must assume the explicit responsibility of cooperating with the home, the church, and other social agencies in helping students find how to live and what to live for.

Free Choice of values to live by

In keeping with the basic tenets of democracy (and with optimism about the nature of man and the efficacy of democratic ideals), the new social studies invites free and open inquiry into the definition and application of individual and social values. Such inquiry will serve the humanistic¹ goals of education by offering students **experience in living** and not just **preparation for living**. By actively confronting value issues, students will come to know the ideas and feelings of themselves, their peers, and the adult generation; they will deal not only with the "what is" but also with the "what ought to be" and will have the opportunity to make this world a more desirable place in which to live.

¹Humanistic education strives to develop the full human potential of each child. It is not inconsistent with the application of theistic goals.

Priority on Valuing

Acting upon values

ATTENDING TO AFFECTIVE AND COGNITIVE OBJECTIVES

A. The Valuing Process

Consistent with the above rationale of the new social studies² place high priority on the valuing process. The valuing process includes the development of basic skills.³ Students in the Alberta program should demonstrate that they are:

Choosing—

1. Identifying all known alternatives.
2. Considering all known consequences of each alternative.
3. Choosing freely from among alternatives.

Prizing—

4. Being happy with the choice.
5. Affirming the choice, willingly and without reservation, if necessary.

Acting—

6. Acting upon the choice.
7. Repeating the action consistently as a pattern of life.

²Please note that the objectives which follow are stated in behavioral terms. They indicate the process which students should engage and, in a general way, the content to which students' behavior should be directed. In other words, the objectives include both process and content.

³Raths, Louis, et al., *Values and Teaching* (Chicago: Charles E. Merrill & Co., 1966).

Chapter I

THE NEW SOCIAL STUDIES PROGRAM

Alberta's new social studies curriculum (Grades 1-12) is premised on the assumption that schools must provide students in their quest for a clear, consistent and reliable system of values. Schools have long been concerned with the attitudinal development of their students; however, this concern has been more implicit than explicit. Now, as our society becomes more and more pluralistic, schools must assume the explicit responsibility of cooperating with the home, the church, and other social agencies in helping students find how to live and what to live for.

In keeping with the basic tenets of democracy (and optimism about the nature of man and the efficacy of democratic ideals), the new social studies invites students to engage in open inquiry into the definition and application of individual and social values. Such inquiry serves the humanistic goals of education by offering students **experience in living** and not just preparation for living. By actively confronting value issues, students come to know the ideas and feelings of themselves, their peers, and the adult generation; they will deal not only with the "what is" but also with the "what ought to be" and will have the opportunity to make this a more desirable place in which to live.

Priority on Valuing

Acting upon values

ATTENDING TO AFFECTIVE AND COGNITIVE OBJECTIVES

A. The Valuing Process

Consistent with the above rationale, the objectives of the new social studies² place high priority on the valuing process. The valuing process involves three basic skills.³ Students in the Alberta social studies should demonstrate that they are:

Choosing—

1. Identifying all known alternatives.
2. Considering all known consequences of each alternative.
3. Choosing freely from among alternatives.

Prizing—

4. Being happy with the choice.
5. Affirming the choice, willingly and in public if necessary.

Acting—

6. Acting upon the choice.
7. Repeating the action consistently in some pattern of life.

²Please note that the objectives which follow are expressed in behavioral terms. They indicate the processes in which students should engage and, in a general way, identify the substantive content to which students' behavior should relate. In other words, the objectives include both processes and content.

³Raths, Louis, et al., *Values and Teaching* (Columbus, Ohio: Charles E. Merrill & Co., 1966).

Humanistic education strives to develop the full human potential in each child. It is not inconsistent with the application of these goals.

*Affective and
Cognitive
aspects of
valuing*

As students engage in the valuing process, the experience will involve both emotional reactions and intellectual understandings. It is essential to distinguish these affective and cognitive capacities and to direct educational effort along both dimensions.⁴

B. Affective Objectives

Affective objectives emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. To choose, prize and act consistently and effectively, students should demonstrate that they are:

- Aware of values, willing to take notice of values, and giving controlled or selected attention to values
- Responding to values with openness, willingness and satisfaction
- Accepting values, preferring values and committing themselves to values
- Conceptualizing their own values and organizing a value system
- Becoming characterized by a value or value complex.⁵

*Internalizing
a value
complex*

⁴Scriven, Michael, "Student Values as Educational Objectives" (West Lafayette, Ind.: Social Science Education Consortium, 1966) p. 18.

⁵Krathwohl, David, et al., *Taxonomy of Educational Objectives: Affective Domain* (New York: David McKay Co., Inc., 1964).



students engage in the valuing process, the experience will involve both emotional reactions and intellectual understandings. It is essential to distinguish affective and cognitive capacities and to direct intellectual effort along both dimensions.⁴

Affective Objectives

Affective objectives emphasize a feeling tone, an attitude, or a degree of acceptance or rejection. To achieve these objectives, students must prize and act consistently and effectively, and should demonstrate that they are:

Aware of values, willing to take notice of values, and giving controlled or selected attention to values

Responding to values with openness, willingness, and satisfaction

Accepting values, preferring values and committing themselves to values

Conceptualizing their own values and organizing their value system

Becoming characterized by a value or value complex.⁵



⁴ Michael, "Student Values as Educational Objectives" Lafayette, Ind.: Social Science Education Consortium, 1964, p. 18.

⁵ Kohl, David, et al., *Taxonomy of Educational Objectives: The Affective Domain* (New York: David McKay Co., Inc., 1964).

*Value issues
as content*

The values referred to above should, at the awareness and response levels, include a wide range of individual and social values. Students eventually should accept, prefer, and commit themselves to certain of these values, while rejecting others. Finally, they should conceptualize their own values, organize a value system, and through their actions, become characterized by a particular value or value complex.

A powerful means of attaining these affective objectives is to have students confront real problems that involve conflicting values. Such problems may be referred to as value issues. Focusing upon value issues can enable students to clarify their own values and to recognize the value positions of others. Peer relationships, family matters, work, politics, religion, money, recreation, morality, culture, and other problem areas are fertile sources of value issues. The most potent of value issues will require students to examine their own behavior relative to:

1. The dignity of man
2. Freedom
3. Equality
4. Justice
5. Empathy
6. Loyalty
7. Other values

C. Cognitive Objectives

Cognitive objectives involve the solving of some intellectual task. The choosing, prizing and acting phases of the valuing process require that each student develop cognitive skills that will enable him to work with others in the solving of social problems. The cognitive skills which are exercised in problem solving are varied and complex. These skills may be summarized as follows.⁶ Students should be able to:

*Cognitive
skills
summarized*

- Recall and recognize data on social problems
- Comprehend pertinent data (the ability to translate, interpret from data.)
- Analyze pertinent data in terms of elements, relationships and order
- Evaluate pertinent data in terms of external criteria
- Synthesize pertinent data in terms of original communication or action
- Apply pertinent data in solving problems

The "data" referred to in the above might be drawn from everything that is and can do—both formally structured in the disciplines and informally structured in the ordinary experience.⁷ Such

*Categories of
knowledge
content*

- Knowledge of specific terms and concepts
- Knowledge of ways and means of solving social problems
- Knowledge of concepts, generalizations and structures.⁸

⁶Bloom, Benjamin, et. al., *Taxonomy of Educational Objectives: The Cognitive Domain* (New York: David McKay Company, Inc. 1956) and Sanders, Norris M., *Classroom Management* (New York: Harper and Row 1967) have been listed in an order more closely related to the solving process. Bloom's *Taxonomy of Educational Objectives: The Cognitive Domain* lists the order being recall, and comprehension, application, analysis, synthesis, and evaluation.

⁷Johnson, Mauritz, *The Translation of Experience into Instruction* (Ithaca, N.Y.: Cornell University Press, 1932)

⁸Bloom, *op. cit.*, p. 62 ff.

values referred to above should, at the awareness-response levels, include a wide range of individual social values. Students eventually should prefer, and commit themselves to certain of these, while rejecting others. Finally, they should organize their own values, organize a value system, and through their actions, become characterized by a value or value complex.

Powerful means of attaining these affective objectives have students confront real problems that involve conflicting values. Such problems may be related to value issues. Focusing upon value issues enables students to clarify their own values and to understand the value positions of others. Peer relationships, family matters, work, politics, religion, money, morality, culture, and other problem areas are sources of value issues. The most potent of these will require students to examine their own values relative to:

the dignity of man

freedom

equality

justice

empathy

loyalty

other values

Cognitive Objectives

Cognitive objectives involve the solving of some specific task. The choosing, prioritizing and acting in the valuing process require that each student possess cognitive skills that will enable him to work effectively in the solving of social problems. The skills which are exercised in problem solving are often difficult and complex. These skills may be summarized as follows.⁶ Students should be able to:

Cognitive skills summarized

- Recall and recognize data which are pertinent to social problems
- Comprehend pertinent data (This skill includes the ability to translate, interpret and extrapolate from data.)
- Analyze pertinent data in order to identify elements, relationships and organizational principles
- Evaluate pertinent data in terms of internal and external criteria
- Synthesize pertinent data in order to create an original communication or propose a plan of action
- Apply pertinent data in the solving of social problems

The "data" referred to in the above objectives might be drawn from everything man knows, believes, and can do—both formally structured knowledge from the disciplines and informally structured knowledge from ordinary experience.⁷ Such data include:

Categories of knowledge content

- Knowledge of specific terminology and facts
- Knowledge of ways and means of dealing with social problems
- Knowledge of concepts, generalizations, theories and structures.⁸

⁶Bloom, Benjamin, et. al., *Taxonomy of Educational Objectives: Cognitive Domain* (New York: David McKay Co., Inc., 1956) and Sanders, Norris M., *Classroom Questions: What Kinds?* (New York: Harper and Row 1967). Note that skills have been listed in an order more closely resembling the problem solving process. Bloom's *Taxonomy* lists skills according to difficulty; the order being recall, and recognition, comprehension, application, analysis, synthesis, and evaluation.

⁷Johnson, Mauritz, *The Translation of Curriculum into Instruction* (Ithaca, N.Y.: Cornell University, 1968), p. 2.

⁸Bloom, *op. cit.*, p. 62 ff.

*Problem
solving
method*

Knowledge of specific terminology and facts should serve as a basis for dealing with social problems and understanding concepts, generalizations, theories and structures.

Knowledge of ways and means of dealing with social problems should include the ability to:

1. Identify and clarify the problem
2. Formulate hypotheses
3. Collect data
4. Classify data
5. Analyze data and evaluate the desirability and feasibility of taking action on the problem
6. Propose a course of action and examine the desirability and feasibility of taking action on the problem.⁹



⁹Simon, Frank. *A Reconstructive Approach to Problem-Solving in the Social Studies* (Calgary: The University of Calgary, 1970). The Simon model differs from most methods of problem solving in that it leads to action on the problem.

*Social
skills*

Knowledge of ways and means of dealing with social problems should also include:

1. Interpret the feelings of others
2. Respond to the feelings of others in a manner appropriate to the situation
3. Express one's own feelings
4. Cooperate with others in the solution of problems of a compromising basis



Knowledge of specific terminology and facts should serve as a basis for dealing with social problems and understanding concepts, generalizations, theories and structures.

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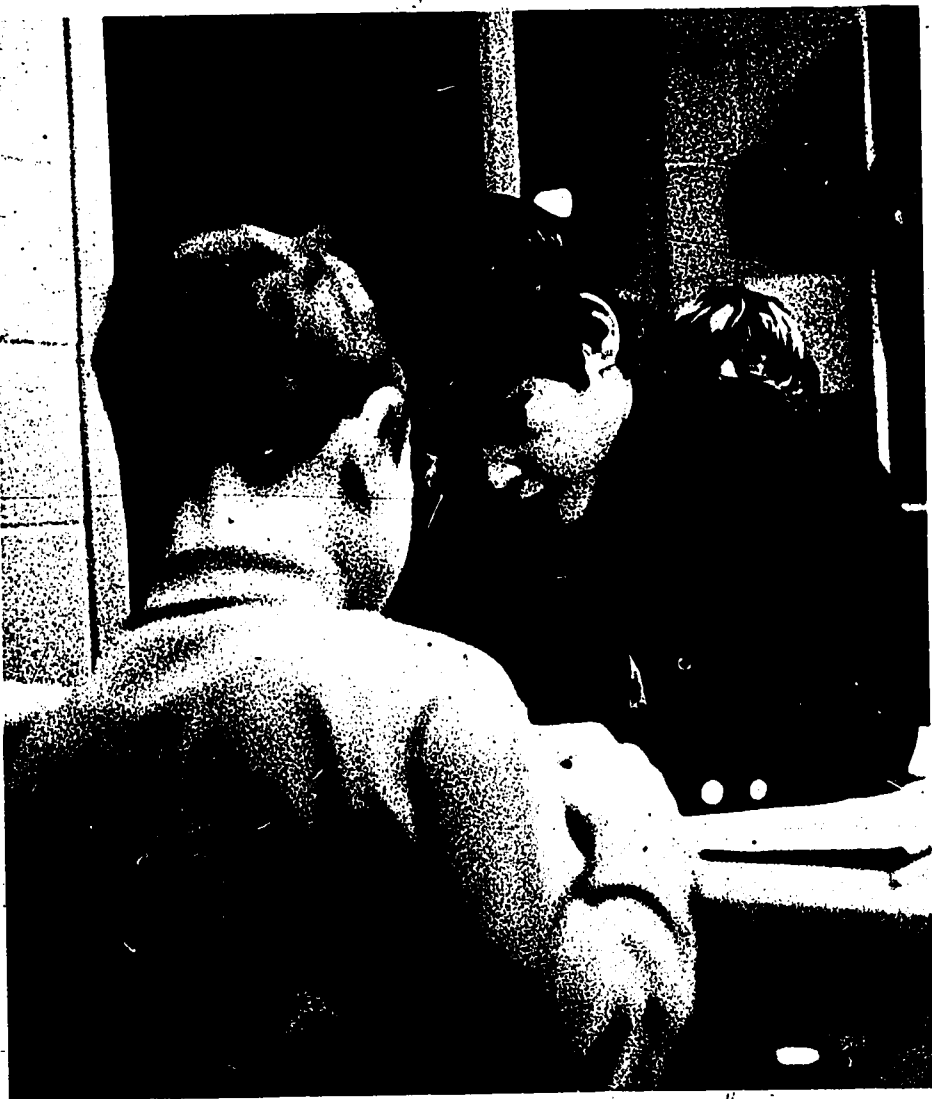


Simon, Frank. *A Reconstructive Approach to Problem-Solving in the Social Studies* (Calgary: The University of Calgary, 1970). The Simon model differs from most methods of problem solving in that it leads to action on the problem.

Social skills

Knowledge of ways and means of dealing with social problems should also include the ability to:

1. Interpret the feelings and ideas of others
2. Respond to the feelings and ideas of others in a manner appropriate to the occasion
3. Express one's own feelings and ideas to others
4. Cooperate with others, though not to the extent of compromising basic values.



Inter-
disciplinary
base of
social studies
concepts

Knowledge of concepts, generalizations, theories and structures should result from students synthesizing the specific data gathered or produced while confronting value issues. Some of the major concepts needed in studying human behavior are outlined below. These concepts should be used by students in developing generalizations and theories which seek to explain people's values.

INTERACTION is a key concept in the understanding of social problems. History, geography and the social sciences describe in part man's interaction with his social and physical environment.

1. **ENVIRONMENT** is, itself, an important concept which can be defined in terms of **Time, Space, Culture and Systems**.
2. Man's interaction with his environment produces **CAUSAL RELATIONSHIPS**. In order to understand causality, one needs to recognize that behavior is affected by **Goals, Norms, Technology, and Power**.
3. Since all man's interactions involve cause and effect relationships, he lives in a state of **INTERDEPENDENCE**. Interdependence may take the form of **Cooperation** and/or **Conflict** and may produce **Stability** and/or **Change**.

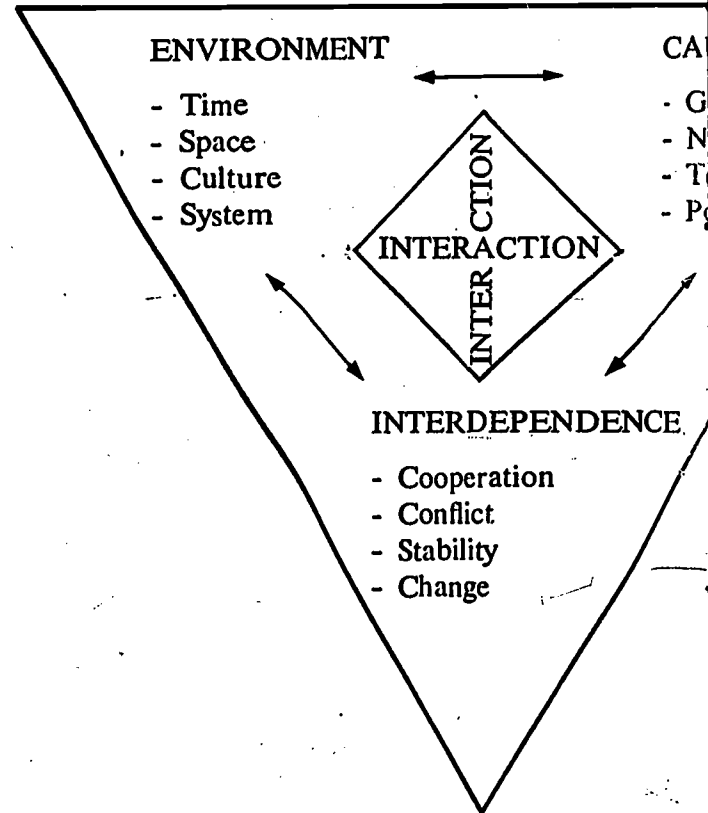
A diagrammatic representation of the interaction process appears opposite.

The
spiralling
of concepts

These and other concepts should be studied in more than one grade level on the understanding that lower grades will attend to the concept in a specific, concrete and simple manner. Succeeding grades will treat each concept in greater generality, abstractness, and complexity.¹⁰ A diagrammatic representation of spiralling concepts is shown on page 14.

¹⁰Taba, Hilda, *Teachers' Handbook for Elementary Social Studies* (Don Mills, Ontario: Addison-Wesley Company, 1967), Chapter 4.

THE INTERACTION PROCESS



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 ource should result from students synthesizing
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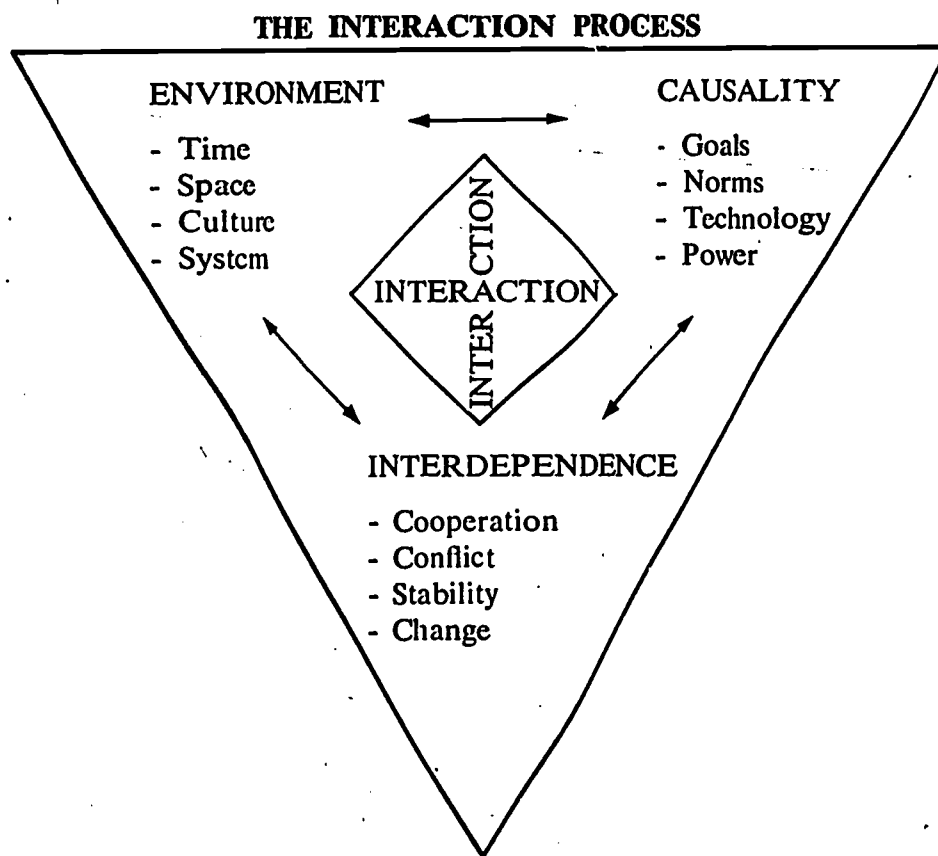
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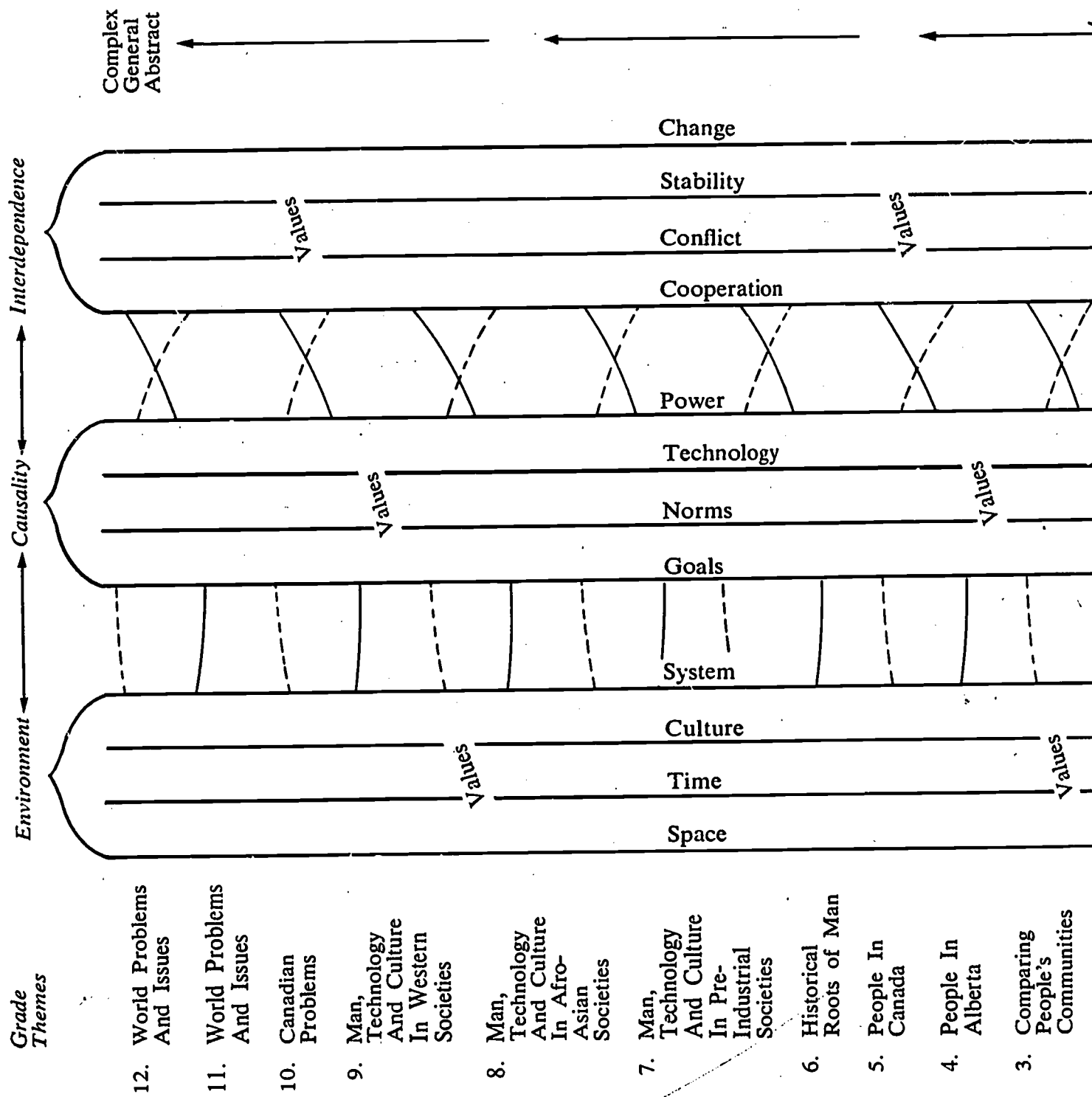
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 e manner. Succeeding grades will treat each
 greater generality, abstractness, and com-
 A diagrammatic representation of spiralling
 s shown on page 14.



THE SPIRAL OF CONCEPT DEVELOPMENT

The Interaction Process



12. World Problems And Issues
11. World Problems And Issues
10. Canadian Problems
9. Man, Technology And Culture In Western Societies
8. Man, Technology And Culture In Afro-Asian Societies
7. Man, Technology And Culture In Pre-Industrial Societies
6. Historical Roots of Man
5. People In Canada
4. People In Alberta
3. Comparing People's Communities
2. Neighbours
1. Families
- K. All About Me

Complex
General
Abstract

Simple
Specific
Concrete

Change

Stability

Conflict

Cooperation

Power

Technology

Norms

Goals

System

Culture

Time

Space

Values: Dignity of Man, Freedom, Equality, Loyalty, Justice, Empathy, etc.





Planning For The Attainment of Multiple Objectives

The preceding statements of objectives offer only a general indication of the processes and content of learning opportunities in the social studies. **More detailed planning of learning opportunities is the responsibility of each teacher and class.** All learning opportunities must be consistent with the objectives outlined above, whether the learning opportunity arises from the structured scope and sequence or in connection with a problem of current interest.

*Two-thirds
time on
structured
scope and
sequence*

A. Structured Scope and Sequence

Approximately two-thirds of social studies class time will be spent inquiring into themes, value issues and concepts which fall within a scope and sequence specified by the Department of Education. This scope and sequence is very general, thus permitting teachers and students to select learning opportunities according to their own needs and interests. Topics and themes for each grade are indicated below:

Kindergarten—All About Me

Grade I—Families

—Analysis of family living through case studies of, **for example**, a contemporary family, a family of long ago, an Afro-Asian family, and other families

Grade II—Neighbours

—Analysis of interactions which occur among, **for example**, the local neighbours, rural and urban neighbours, neighbours in other cultures

Grade III—Comparing People's Communities

—Comparison and contrast of community life in, **for example**, a modern-day Indian or Eskimo community and a North-American megalopolis; a village in Africa or Asia, and a community in the Pacific, or tropical South America; a Mennonite or Hutterite community and other communities which lend themselves to comparison and contrast

Grade IV—People in Alberta

—Historical, economic, geographic analysis of Alberta, comparison and contrast of communities that have similar historical and economic bases, **for example**, Alberta, U.S.S.R., Middle East, and other parts of the Western U.S.A. and other

Grade V—People in Canada

—Sample studies to analyze the life of people in a community, people in an Atlantic community, people in a French-Canadian community, people in a Prairie community, people in an Ontario community, people in a British Columbia community, people in a Western community, people in a coastal city, people in a town, and other sample

Grade VI—Historical Roots

—Anthropological analysis of early civilizations in, **for example**, the Near Eastern area (e.g., Egypt), the Far East (e.g., India), the Americas (e.g., Incas, Mayans, Aztecs, and other Indian), and Africa (e.g., Egypt, and other tribes).

Grade VII—Man, Technology, and Industrial Society

—Conceptual understanding of the relationship between **Man, Technology, and Culture** through the study of pre-industrial societies and students

Grade VIII—Man, Technology, and Asian Societies

—Depth studies of social and cultural life in Asia (excluding the Middle East) and Pacific Islands

ing For The Attainment of Multiple Objectives

preceding statements of objectives offer only indication of the processes and content of opportunities in the social studies. More planning of learning opportunities is the responsibility of each teacher and class. All learning activities must be consistent with the objectives above, whether the learning opportunity arises in a structured scope and sequence or in connection with a problem of current interest.

Structured Scope and Sequence

Approximately two-thirds of social studies class time will be spent inquiring into themes, value issues and concepts which fall within a scope and sequence approved by the Department of Education. This scope and sequence is very general, thus permitting teachers to select learning opportunities according to their own needs and interests. Topics and themes for the scope are indicated below:

Grade I—All About Me

—Families

Analysis of family living through case studies of, for example, a contemporary family, a family of a long ago, an Afro-Asian family, and other families

—Neighbours

Analysis of interactions which occur among, for example, the local neighbours, rural and urban neighbours, neighbours in other cultures

Grade II—Comparing People's Communities

Comparison and contrast of community life in, for example, a modern-day Indian or Eskimo community and a North-American megalopolis; a village in Africa or Asia, and a community in the Pacific, or tropical South America; a Mennonite or Hutterite community and other communities which lend themselves to comparison and contrast

Grade IV—People in Alberta

—Historical, economic, sociological and/or geographic analysis of Alberta's people, including comparison and contrast with other world areas that have similar historical, geographic and/or economic bases, for example, Australia, Argentina, U.S.S.R., Middle East oil producers, Western U.S.A. and other areas

Grade V—People in Canada

—Sample studies to analyze historical and/or contemporary life in Canadian regions, for example, people in an Atlantic fishing port, people in a French-Canadian mining town or farm community, people in a St. Lawrence Seaway port, people in an Ontario manufacturing center, people in a Prairie farm or oil town, people in a British Columbia fruit or forestry industry, people in a Western distribution center, people in a coastal city, people in a Northern mining town, and other sample studies

Grade VI—Historical Roots of Man

—Anthropological analysis and social history of early civilizations in, for example, The Mediterranean area (e.g., Egypt, Greece, Rome), The Far East (e.g., India, China), The Americas (e.g., Incas, Mayans, Aztecs, North American Indian), and Africa (e.g., Numidians, Nubians, or other tribes).

Grade VII—Man, Technology and Culture in Pre-Industrial Societies

—Conceptual understanding of Man, Technology and Culture through case studies of primitive, pre-industrial societies to be selected by teachers and students

Grade VIII—Man, Technology and Culture in Afro-Asian Societies

—Depth studies of societies selected from Africa, Asia (excluding the U.S.S.R.), the Middle East and Pacific Islands

Grade IX—Man, Technology and Culture in Western Societies

- Depth studies of societies selected from the Americas (excluding Canada), Europe, all of U.S.S.R., Australia and New Zealand

Grade X—Canadian Problems

- Historical, economic, sociological, political problems facing Canada

Grade XI—World Problems and Issues

- Tradition versus Change
- Population and Production

Grade XII—World Problems and Issues

- Political and Economic Systems
- Conflict and Cooperation

B. Problems of Current Interest

*One-third
time
unstructured*

Approximately one-third of class time in social studies may be devoted to problems that are of current interest to students and teachers. The Department of Education does not intend to structure the use of this one-third time. Problems which meet the criteria which follow may arise as extensions of the main themes and value issues for each grade. They may relate to problems of individual students, the school, the community, or the world, and may concern the past, the present and/or the future. A given problem may be studied by the whole class, by a group, or by individual students. It is important that a record be kept of the problems studied by each student throughout his or her school career.

*Joint
Planning*

Students and teachers should jointly plan the use of the one-third time. Generally speaking, the teacher should view the one-third time as an opportunity for students to develop independence and responsibility.

The amount of teacher leadership required in planning and use of the one-third time should be determined to the ability, experience, and maturity of the teacher. The teacher's influence should be exerted to a degree consistent with this objective.



*Distribution
of time*

The one-third time may be distributed in any way during the school year (or semester) in any way that teachers see fit. Three of the many ways are:

1. One time block, accounting for one-third of total class time, taken at any time during the year
2. Two- or three-week "units" of study, accounting for one-third of total class time, taken at any points during the year
3. Propitious occasions, accounting for one-third of total class time, taken at any points during the year.

—Man, Technology and Culture in Western Societies

Both studies of societies selected from the Americas (excluding Canada), Europe, all of U.S.R., Australia and New Zealand

—Canadian Problems

Historical, economic, sociological, political problems facing Canada

—World Problems and Issues

Stability versus Change
Population and Production

—World Problems and Issues

Political and Economic Systems
Conflict and Cooperation

Themes of Current Interest

Approximately one-third of class time in social studies may be devoted to problems that are of current interest to students and teachers. The Department of Education does not intend to structure the use of this time. Problems which meet the criteria which may arise as extensions of the main themes and issues for each grade. They may relate to problems of individual students, the school, the community, the world, and may concern the past, the present and the future. A given problem may be studied by the class, by a group, or by individual students. It is important that a record be kept of the problems studied by each student throughout his or her school career.

Students and teachers should jointly plan the use of the one-third time. Generally speaking, the teacher should view the one-third time as an opportunity for students to develop independence and responsibility.

The amount of teacher leadership required in the planning and use of the one-third time will vary according to the ability, experience, and maturity of the class. The teacher's influence should be exerted in a manner and to a degree consistent with this objective.



Distribution of time

The one-third time may be distributed over the school year (or semester) in any way that students and teachers see fit. Three of the many possible alternatives are:

1. One time block, accounting for one-third of total class time, taken at any point during the year
2. Two- or three-week "units" of time, accounting for one-third of total class time, taken at various points during the year
3. Propitious occasions, accounting for one-third of total class time, taken at opportune times during the year.



C. Criteria for Selecting Learning Experiences

In selecting the processes and day experiences in the social studies, whether for the two-thirds time devoted to problems of current interest, the Department of Education should devote to problems of current interest that students should attend to the following:

Futurity

1. Does the experience have the potential to contribute to the attainment of cognitive objectives?
 - a) Does it involve a significant learning experience?
 - b) Can it contribute to the development of social and/or inquiry skills?
 - c) Does it provide for a deeper understanding of concepts?
 - d) Does the experience lead to a better understanding of Canada's role in the world?

Relevance

2. Is the experience relevant to the interests of students?

Materials

3. Are data and materials available which will enable students to gain experience with primary data?

Overlap

4. Does the experience avoid overlap and repetition with other experiences in the curriculum or later grades?



C. Criteria for Selecting Learning Opportunities

In selecting the processes and content for day-to-day experiences in the social studies curriculum—whether for the two-thirds time broadly structured by the Department of Education or for the one-third time devoted to problems of current interest—teachers and students should attend to the following criteria:

Futurity

1. Does the experience have futurity? That is, can it contribute to the attainment of affective and cognitive objectives?
 - a) Does it involve a pertinent value issue?
 - b) Can it contribute to the development of social and/or inquiry skills?
 - c) Does it provide for growth in students' understanding of concepts?
 - d) Does the experience fit as part of a sequence which will lead to a reasoned pride in Canada tempered with a world view and an understanding of significant social problems?

Relevance

2. Is the experience relevant to the needs and interests of students?

Materials

3. Are data and materials available and/or can students gain experience through gathering primary data?

Overlap

4. Does the experience avoid the disadvantageous overlap and repetition of experiences in earlier or later grades?

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Chapter II

ELABORATION OF PROGRAM COMPONENTS

THE CURRICULUM-INSTRUCTION PROCESS

Alberta's new School Act¹ stipulates that courses of study will be prescribed by the Department of Education.

However, the nature of this prescription will tend to be broad and will consist of statements of objectives as well as statements of minimum content expressed in terms of concepts, processes, experiences or skills. While such courses will form the basis for instruction, it is expected that within the framework of the prescribed courses, many decisions will be made at the district, school and classroom level in order to meet the needs of particular groups of students as well as the needs of individual students.²

The Department of Education's broad prescription for the social studies is outlined in Chapter I of this handbook. Chapter I might be called Alberta's "master-curriculum"³ for social studies in Grades I-XII. It forms the basis for instruction but allows for many decisions at the district, school and classroom level.

The task of translating the master curriculum into effective learning opportunities is the responsibility of educators at the local level. In order to help teachers in their curriculum planning, Chapter II elaborates the values, skills and knowledge components of the master curriculum.

¹Government of the Province of Alberta; *An Act Respecting Public and Separate Schools*; Edmonton, Queen's Printer, 1970. See Section 12(2) and 12(1)(d).

²Department of Education, "Curriculum Bulletin", December, 1970.

³Johnson, *Op. Cit.*

VALUES AND VALUING AS CURRICULAR

Values are the feelings and ideas, for the most part, which individuals and societies hold in regard to what is important. Values predispose people to act in certain ways. Values are major determinants of human behavior. As such, they are a definite and explicit part of social studies content.

In periods of deep anxiety and rapid social change, values come to the surface and become more intense. Educators by default or intent become embroiled in the current struggle to reconcile old and emerging values. The school is in a position of vulnerability for coming to terms with a questioning society searching for answers to the deepest questions a democratic society can pose.⁴

As schools "become embroiled in the current struggle to reconcile old and emerging values", teachers find themselves in a multi-horned dilemma. Are they to transmit the values of the past? Do they allow students to discover their own values? Are they themselves as transmitters of values, which values? When society is so pluralistic that many competing values exist? If students are allowed to discover their own values, will they be functional for and tolerated by the society served?

⁴Logan, Lillian and Gerald Rimmington, *Social Studies: A Handbook for Teachers*; Toronto: McGraw-Hill of Canada Limited, 1970, pp. 29-30.

Chapter II

ELABORATION OF PROGRAM COMPONENTS

CURRICULUM-INSTRUCTION PROCESS

Act¹ stipulates that courses of study will be determined by the Department of Education.

of this prescription will tend to be broad and general. In terms of objectives as well as statements of minimum standards in terms of concepts, processes, experiences and skills, if the courses will form the basis for instruction, it is within the framework of the prescribed courses, many decisions must be made at the district, school and classroom level in relation to the needs of particular groups of students as well as individual students.²

Education's broad prescription for the social studies curriculum is set out in Chapter I of this handbook. Chapter I might be described as the "master curriculum" for social studies in Grades I-XII. It provides a framework for instruction but allows for many decisions at the local level.

the master curriculum into effective learning experiences is the responsibility of educators at the local level. In their curriculum planning, Chapter II elaborates on the knowledge components of the master curriculum.

VALUES AND VALUING AS CURRICULAR CONTENT

Values are the feelings and ideas, for the most part unconscious, which individuals and societies hold in regard to what is right, good and important. Values predispose people to act in certain ways and are major determinants of human behavior. As such, they should form a definite and explicit part of social studies content.

In periods of deep anxiety and rapid social change value orientations come to the surface and become more intense. Education must by default or intent become embroiled in the current turbulent efforts to reconcile old and emerging values. The school must take responsibility for coming to terms with a questioning youth who is searching for answers to the deepest questions a changing democratic society can pose.⁴

As schools "become embroiled in the current turbulent efforts to reconcile old and emerging values", teachers find themselves riding a multi-horned dilemma. Are they to transmit the values of society or do they allow students to discover their own values? If teachers regard themselves as transmitters of values, which values do they transmit when society is so pluralistic that many competing values are extant? If students are allowed to discover their own values, will these values be functional for and tolerated by the society served by the school?

¹ of Alberta; *An Act Respecting Public and Separate Schools*, 1970. See Section 12(2) and 12(1)(d).

² "Curriculum Bulletin", December, 1970.

⁴ Logan, Lillian and Gerald Rimmington, *Social Studies: A Creative Direction*, Toronto: McGraw-Hill of Canada Limited, 1970, pp. 29-30.



The teachers' dilemma is further complicated by the question of how values are internalized by an individual. It is commonly believed that values are not taught but are learned. However:

The widespread notion that values cannot be taught is as archaic. Pretechnical and preliterate societies have passed on their values through a process with a high degree of predictability, either through deliberate shaping of the minds of the young or through deliberate shaping of the minds of many generations. Authoritarian societies, characterized by massive frustration, have shaken us with their fanatical commitments to an explicit, simple set of totalitarian ends and modes of behavior, and which are turned against others with merciless force.⁵

Assuming that we can teach values, we are faced with the question, "Should we teach values?" Should we teach values primarily designed to serve society? Or should we teach the potentialist dictum that:

In this perennial problem of human existence, the highest value is the individual. The only values are those which he has freely chosen.

In attempting to resolve these dilemmas, the statement of Aims and Objectives for the Schools of Alberta. The statement establishes the policy that the school in the province may adopt a philosophy which is based on the needs and interests of the community. It is stated, however, that students must also be exposed to the needs and interests of the individual. This policy arises from a basic principle of the individual, particularly his right to responsible decision-making.

⁵Smith, Robert R. "Personal and Social Values", *Journal of the Alberta School Councils*, May, 1964.

⁶Walker, B. D. "Values and the Social Studies", *Alberta Department of Education*, 1967, p. 149.



The teachers' dilemma is further complicated by questions relating to how values are internalized by an individual. Can we, in fact, "teach" values? It is commonly believed that values are "caught, not taught". However:

The widespread notion that values cannot be taught must be labeled as archaic. Pretechnical and preliterate societies have mastered the process with a high degree of predictability through intuitive means or through deliberate shaping of the maturation process spanning many generations. Authoritarian societies, which rise during periods of massive frustration, have shaken us with their success in building fanatical commitments to an explicit, simplified ideological catchism of totalitarian ends and modes of behavior which become dogma, and which are turned against others without equivocation or remorse.⁵

Assuming that we can teach values, we are still left with the question, "Should we teach values?" Should schools strive to inculcate values primarily designed to serve society? Or do we follow the existentialist dictum that:

In this perennial problem of human existence, authentic individuality is the highest value. The only values acceptable to an authentic individual are those which he has freely chosen.⁶

In attempting to resolve these dilemmas, teachers should be guided by the statement of Aims and Objectives for the Elementary Schools of Alberta. The statement establishes the policy that each elementary school in the province may adopt a philosophy of education appropriate to the needs and interests of the community which it serves; it is stipulated, however, that students must also be exposed to other philosophical positions. This policy arises from a basic belief in the rights of the individual, particularly his right to responsible participation in social decision-making.

⁵Smith, Robert R. "Personal and Social Values", *Educational Leadership*, Washington, A.S.C.D., May, 1964.

⁶Walker, B. D. "Values and the Social Studies". *A Rationale for the Social Studies*, Odynak, S. N. (ed), Alberta Department of Education, Edmonton, 1967, p. 149.

Further guidance may come from current educational theory and practice. Discovery learning is the order of the day. Schools are committed to the methodological values of objectivity, skepticism, and respect for evidence. We cannot "teach children to engage in inquiry and discovery and have them refrain from pushing their questioning to the point of asking what ought to be".⁷



Consistent with the above guidelines, the new social studies is concerned primarily with developing students' ability to process values. Each student is subject to bombardment by many, often conflicting, values from the home, the church, the peer group, the mass media. He must process these many values, accepting some, rejecting others and modifying still others. His unique behavior will represent a synthesis of the many values which he has had to process. Each person's behavior should attest to values that are clear, consistent and defensible in terms of the life goals of the individual as a member of society.

⁷Price, Roy "Goals for the Social Studies" in *Social Studies Curriculum Development: Problems and Prospects*, 39th Yearbook of the N.C.S.S., 1969, p. 51.

The many value positions with which each child represent various forms of what societies generally agree basic moral values.⁸ The social studies curriculum forum in which students can determine for themselves interpret and apply these basic values. Though should also be considered, the following are deemed of attention in the social studies. The six values list mutually exclusive. They are all inter-related. For of man may well represent a composite of all the other

Each student should determine how he will interpret

- i. The Dignity of Man. Human behavior is influenced which is placed upon the dignity of man. D need-fulfillment. Maslow puts forward the can be placed in a hierarchy which includes p safety needs, love needs, esteem needs, and actualization. Human dignity will have been each individual has actualized his potential. dignity of man, students may use terms such individual, human pride, importance, distincti respectability, status, self-esteem, honor, etc.
- ii. Freedom. Human behavior is influenced by upon various forms of freedom. We may s hunger, disease, oppression, etc. We also se our lives in satisfying ways. In talking about may use terms such as liberty, independence right, privilege, autonomy, self-determination. sibility, etc.
- iii. Equality. Human behavior is influenced by upon equality. Variations in social and ph produce inequalities among individuals and people are prepared to grant equality to other equality, students may use terms such as par larity, synonymous, etc.
- iv. Justice. Human behavior is influenced by the justice. Judicious behavior is usually based sideration for others. Justice is sometimes legislation and court decisions. In talking abo may use terms such as fair play, security. impartiality, equality, reasonableness, legiti etc.

⁸Walker, *Op. Cit.*

come from current educational theory and is the order of the day. Schools are com- gical values of objectivity, skepticism, and cannot "teach children to engage in inquiry em refrain from pushing their questioning to ight to be".⁷



above guidelines, the new social studies is developing students' ability to process values. bombardment by many, often conflicting, church, the peer group, the mass media. He values, accepting some, rejecting others and unique behavior will represent a synthesis of has had to process. Each person's behavior are clear, consistent and defensible in terms individual as a member of society.

cial Studies" in *Social Studies Curriculum Develop-* 39th Yearbook of the N.C.S.S., 1969, p. 51.

The many value positions with which each child is bombarded represent various forms of what societies generally agree to be a core of basic moral values.⁸ **The social studies curriculum should provide a forum in which students can determine for themselves how they will interpret and apply these basic values.** Though many other values should also be considered, the following are deemed particularly worthy of attention in the social studies. The six values listed below are not mutually exclusive. They are all inter-related. For example, the dignity of man may well represent a composite of all the others.

Each student should determine how he will interpret and apply:

- i. **The Dignity of Man.** Human behavior is influenced by the value which is placed upon the dignity of man. Dignity is related to need-fulfillment. Maslow puts forward the theory that needs can be placed in a hierarchy which includes physiological needs, safety needs, love needs, esteem needs, and the need for self-actualization. Human dignity will have been maximized when each individual has actualized his potential. In talking about the dignity of man, students may use terms such as worth of the individual, human pride, importance, distinctiveness, supremacy, respectability, status, self-esteem, honor, etc.
- ii. **Freedom.** Human behavior is influenced by the value placed upon various forms of freedom. We may seek freedom from hunger, disease, oppression, etc. We also seek freedom to live our lives in satisfying ways. In talking about freedom, students may use terms such as liberty, independence, scope, margin, right, privilege, autonomy, self-determination, immunity, responsibility, etc.
- iii. **Equality.** Human behavior is influenced by the value placed upon equality. Variations in social and physical environment produce inequalities among individuals and societies. Not all people are prepared to grant equality to others. In talking about equality, students may use terms such as parity, evenness, similarity, synonymous, etc.
- iv. **Justice.** Human behavior is influenced by the value placed upon justice. Judicious behavior is usually based on reasoned consideration for others. Justice is sometimes codified through legislation and court decisions. In talking about justice, students may use terms such as fair play, security, what ought to be, impartiality, equality, reasonableness, legitimacy, rightfulness, etc.

⁸Walker, *Op. Cit.*

- v. Empathy. Human behavior is influenced by the empathy people hold for each other. Empathy is "The ability to put yourself in somebody else's shoes". Empathy arises from understanding and increases as a result of improved communication. In talking about empathy, students may use terms such as sharing feelings, projecting oneself, imagining, pretending, appreciating, etc.
- vi. Loyalty. Human behavior is influenced by the loyalties people hold. Loyalties may be directed toward persons, things and ideas. Multiple loyalties are possible. Loyalty conflicts must be resolved by assigning priorities among the loyalties. In talking about loyalty, students may use terms such as homage, allegiance, faithfulness, devotion, fidelity, obedience, trustworthiness, etc.



SKILLS AND PROCESSES AS CURRICULAR

Skills are developed abilities or aptitudes. Some social studies skills are so complex as to defy definition. However, most social studies skills can be grouped into a few major skills which define the valuing process and acting.

- i. Choosing. Choices should be made in life alternatives after careful consideration of each alternative. This suggests that students should develop the skills of:
 - locating, gathering, organizing, interpreting, and summarizing information from a variety of sources including print and non-print media and direct observations
 - identifying a problem and suggesting possible actions
 - formulating and testing hypotheses and evaluating the consequences of each alternative
- ii. Prizing. Prizing includes being happy with the decision to affirm the choice, in public or private. This suggests that students must develop the sub-skills of:
 - understanding their own value system
 - using logic, rhetoric and semantic skills for the support of the choices made
- iii. Acting. Acting involves doing something in some pattern of life. This suggests that students should develop the sub-skills of:
 - planning strategies and tactics suitable for the situation
 - utilizing available resources
 - carrying actions to a satisfying conclusion

It should be recognized that choosing, prizing, and acting are all of the affective, cognitive, problem-solving skills discussed in Chapter I of this handbook. At the elementary level, it can be expected that skills would be only partially developed and for levels of skill development should be established.

Human behavior is influenced by the empathy people have for each other. Empathy is "The ability to put yourself in someone else's shoes". Empathy arises from understanding and is a result of improved communication. In talking about empathy, students may use terms such as sharing feelings, understanding oneself, imagining, pretending, appreciating, etc.

Human behavior is influenced by the loyalties people have. Loyalties may be directed toward persons, things and places. Multiple loyalties are possible. Loyalty conflicts must be resolved by assigning priorities among the loyalties. In talking about loyalty, students may use terms such as homage, allegiance, devotion, fidelity, obedience, trustworthiness, etc.



SKILLS AND PROCESSES AS CURRICULAR CONTENT

Skills are developed abilities or aptitudes. There is a staggering array of social studies skills so complex as to defy satisfactory categorization. However, most social studies skills can be subsumed under the three major skills which define the valuing process—choosing, prizing and acting.

- i. **Choosing.** Choices should be made freely from among alternatives after careful consideration of the consequences of each alternative. This suggests that students must develop the sub-skills of:
 - locating, gathering, organizing, interpreting, evaluating and summarizing information from a wide variety of sources, including print and non-print media, interviews, surveys, and observations
 - identifying a problem and suggesting alternative courses of action
 - formulating and testing hypotheses as to the likely consequences of each alternative
- ii. **Prizing.** Prizing includes being happy with the choice and willingness to affirm the choice, in public if necessary. This suggests that students must develop the sub-skills of:
 - understanding their own value system
 - using logic, rhetoric and semantics to speak and write in support of the choices made
- iii. **Acting.** Acting involves doing something with a choice, repeatedly in some pattern of life. This suggests that students must develop the sub-skills of:
 - planning strategies and tactics suited to the intended action
 - utilizing available resources
 - carrying actions to a satisfying conclusion

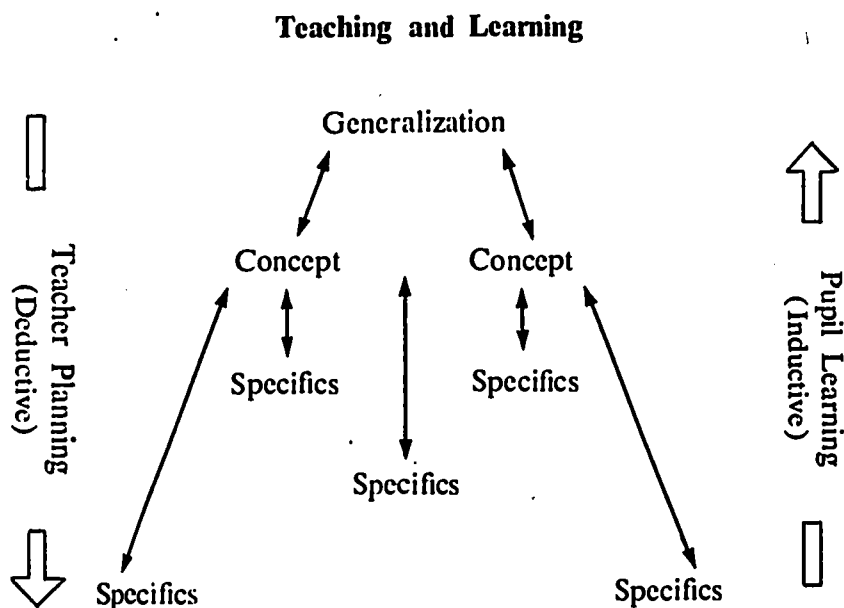
It should be recognized that choosing, prizing, and acting encompass all of the affective, cognitive, problem-solving and social skills listed in Chapter I of this handbook. At the elementary grade level, it might be expected that skills would be only partially developed. Expectations for levels of skill development should be established by each teacher.

CONCEPTS AND GENERALIZATIONS AS CURRICULAR CONTENT

Knowledge is useful only to the extent that it finds expression in human behavior. The kinds of knowledge which are likely to have the greatest influence on human behavior are the "big ideas" which we call concepts and generalizations. A concept is an abstraction—an idea generalized from particular cases. A generalization is a statement which expresses relationship between two or more concepts. Concepts and generalizations have the power to symbolize vast amounts of information. They differ from facts in that they are transferable from one setting to another. They are also more easily remembered and are less subject to obsolescence.

The "big ideas" to be developed in Alberta's social studies curriculum are expressed as concepts. These concepts must be developed by tying together facts and specifics. Concepts can then be embodied in even more abstract generalizations. In selecting social studies content, teachers should plan deductively from generalization to concept to specifics. Students should learn inductively; beginning with specific data, conceptualizing this data and then generalizing about the concepts.

The Place of Concepts in Social Studies



Concepts used in the social studies are drawn from philosophy and the social sciences. Some social studies are disciplinary in that concepts from the various social sciences are distinct and separate. The Alberta curriculum requires that concepts from the social disciplines are integrated and be indistinguishable as separate entities. It is the process through which behavior should not be compartmentalized for study. The interaction concept is basic to the development in the Alberta social studies curriculum. The interaction concept is basic to the development of ACTION. It is the process through which man relates to his environment.

The interaction process takes place in an environment defined by time, space, system and culture. Interaction results in INTERDEPENDENT RELATIONSHIPS which are influenced by goals, values, and power. Interaction results in INTERDEPENDENT RELATIONSHIPS which take the form of cooperation, conflict, stability and change.

All of the above concepts should receive equal emphasis at the grade level in the elementary social studies program. However, though, that teachers select two or three concepts to develop in each unit of study. (See spiral of concepts, page 46.)

The following generalizations embody the basic concepts of the above. Generalizations are high-level abstractions expressed in what is essentially adult terminology. In planning the curriculum, teachers should translate these generalizations into concepts appropriate to the level of his or her students.

a. Environment

Man constantly seeks to satisfy his social and physical needs. In doing, he attempts to adapt, shape, utilize, and improve his physical environment.

- i. Space. The nature of man's organization of his environment (spatial organization) results from his attitudes, needs and demands; the kinds of resources available and the stage of his technology.
- ii. Time. Man lives within a measured span of time. His efficiency is determined by the successful utilization of his needs and demands, and, in some cases, by the meeting of their needs and demands.
- iii. Culture. Culture is a product of man's ability to comprehend and communicate by means of symbols.

CONCEPTS AND GENERALIZATIONS

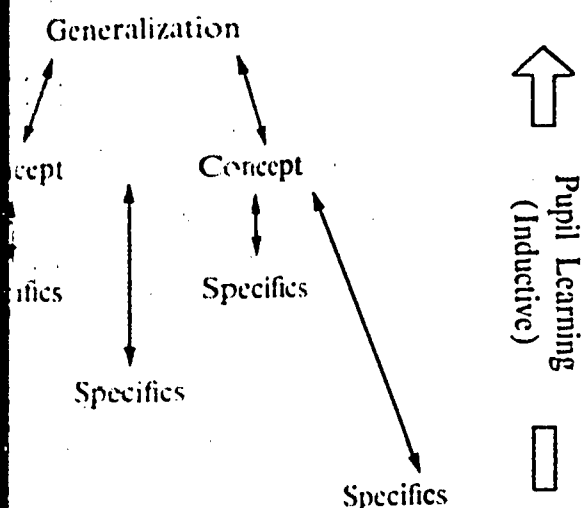
CURRICULAR CONTENT

only to the extent that it finds expression in kinds of knowledge which are likely to have the most influence on human behavior are the "big ideas" which we call concepts. A concept is an abstraction—an idea that can be applied to many cases. A generalization is a statement which relates two or more concepts. Concepts and generalizations have the power to symbolize vast amounts of information in that they are transferable from one situation to another and are also more easily remembered and are less likely to be forgotten.

As developed in Alberta's social studies curriculum, these concepts must be developed by moving from specifics to concepts. Concepts can then be embodied in generalizations. In selecting social studies content, the teacher should move inductively from generalization to concept to specific and learn inductively; beginning with specific data and then generalizing about the concepts.

Development of Concepts in Social Studies

Teaching and Learning



Concepts used in the social studies are drawn from history, geography and the social sciences. Some social studies curricula are multidisciplinary in that concepts from the various social disciplines remain distinct and separate. The Alberta curriculum is inter-disciplinary. Concepts from the social disciplines are integrated in such a way as to be indistinguishable as separate entities. It is our belief that man's behavior should not be compartmentalized for study. The major concept to be developed in the Alberta social studies curriculum is INTERACTION. The interaction concept is basic to most social disciplines. It is the process through which man relates to his social and physical environment.

The interaction process takes place in an ENVIRONMENT defined by time, space, system and culture. Interaction produces CAUSAL RELATIONSHIPS which are influenced by goals, norms, technology and power. Interaction results in INTERDEPENDENCE which may take the form of cooperation, conflict, stability or change.

All of the above concepts should receive some attention at each grade level in the elementary social studies program. It is suggested, though, that teachers select two or three concepts to be emphasized in each unit of study. (See spiral of concepts, page 14.)

The following generalizations embody the basic concepts outlined above. Generalizations are high-level abstractions. They are stated here in what is essentially adult terminology. In planning units and lessons, teachers should translate these generalizations into language more appropriate to the level of his or her students.

a. Environment

Man constantly seeks to satisfy his social and physical needs. In so doing, he attempts to adapt, shape, utilize, and exploit his social and physical environment.

- Space.** The nature of man's organization of activities within an area (spatial organization) results from his social-political attitudes, needs and demands; the kinds of resources at his disposal; and the stage of his technology.
- Time.** Man lives within a measured space of time. His efficiency is determined by the successful use of time in meeting his needs and demands, and, in some cases, assisting others in meeting their needs and demands.
- Culture.** Culture is a product of man's exclusive capacity to comprehend and communicate by means of symbols, gestures,





and experiences. Culture is socially learned and consists of the knowledge, beliefs, and values which humans have evolved to establish rules of group life and methods of adjusting to and exploiting the environment. Each culture serves to sustain the individuals who live within that culture.

- iv. **System.** Societies require systems of social control to survive. These controls are based upon uncoded or coded rules of behavior (mores, values and laws). Infraction of mores, values and laws brings ostracism, or pressure to conform to the controls.

b. Causality

All men are biased by the values established in their cultures, by their position in time and space, and by their individual tastes and prejudices. The biases cause diversity in goals and in the means chosen for attaining these goals. That events are caused is basic to grasping the course and meaning of social action.

- i. **Goals.** Values held by individuals, social groups and nations are reflected in the goals which they choose. Cultural differences determine priorities among these goals.
- ii. **Norms.** Each of the social groups to which an individual belongs helps shape his behavior. Members have different ways of acting, perceiving, thinking and feeling. Groups exert pressures on their members so that they will accept and follow group



ways and mores. The behavior of any individual is determined by the norms of the group.

- iii. **Technology.** Man uses technology to satisfy his physical needs. The complexity of his technology is determined by the culture. Acceptable levels of supply and demand are determined by culture. Differences in technology within and among cultures lead to problems of employment, and of meeting new needs.
- iv. **Power.** Power is a relationship by which one individual or nation can take action which affects the behavior of others. The number of options for action and the ability to exercise those options, are the determiners of power. Since power is finite, thus there is conflict among those who seek it.

c. Interdependence

The social and physical environment influences man. Man in turn modifies this environment. As he becomes more efficient, man is more able to modify his environment. The study of people and their institutions in time and space, and the processes that bring about their establishing of patterns of behavior is called ecology. This is the study of interdependence between man and his environment. It involves for example, clothing, shelter, food, institutions, folkways and mores.

- i. **Cooperation.** A major problem in the study of ecology is to discover ways in which individuals, social groups, and nations with similar or divergent cultures can cooperate for the good of mankind and yet maintain as much respect for their own cultural patterns as possible.
- ii. **Conflict.** Conflict is a process-situation in which human beings or societies seek actively to satisfy their interests, even to the extent of injuring or destroying the interests of others. Individual conflict may exist within an individual, or within a group in which needs are in competition for satisfaction.
- iii. **Stability.** Man has established traditional patterns of behavior which tend to remain relatively stable. Man engages in activities which are familiar to him, and this sometimes threatens the stability of life situations.
- iv. **Change.** Change has been a universal characteristic of all societies. Pace of change varies with culture and time. Traditional needs and exposure to other cultures have led to change which has increased markedly in technology in the recent past.

Culture is socially learned and consists of the customs, beliefs, and values which humans have evolved to sustain their group life and methods of adjusting to and interacting with their environment. Each culture serves to sustain the life and values within that culture.

Cultures require systems of social control to survive. These systems are based upon uncoded or coded rules of behavior (customs, values and laws). Infraction of mores, values, or laws (racism, or pressure to conform to the controls.

Cultures are shaped by the values established in their cultures, by their physical environment and space, and by their individual tastes and preferences. The diversity in goals and in the means chosen to achieve those goals is basic to grasping the nature of social action.

Cultures are shaped by individuals, social groups and nations. Each group has its own goals which they choose. Cultural differences exist among these goals.

Cultures are shaped by the social groups to which an individual belongs. The group shapes his behavior. Members have different ways of thinking, feeling and acting. Groups exert pressures on members so that they will accept and follow group

ways and mores. The behavior of any individual reflects in many ways the norms of the group.

iii. Technology. Man uses technology to supply his social and physical needs. The complexity of his technology varies with the culture. Acceptable levels of supply and demand are also determined by culture. Differences in technological advances within and among cultures lead to problems of distribution, employment, and of meeting new needs.

iv. Power. Power is a relationship by which an individual, group or nation can take action which affects the behavior of self and others. The number of options for action and the means to exercise those options, are the determiners of power. Power is finite, thus there is conflict among those who covet power.

c. Interdependence

The social and physical environment influences man's ways of living. Man in turn modifies this environment. As he becomes more technically efficient, man is more able to modify his environment. The distribution of people and their institutions in time and space, as well as the processes that bring about their establishing of patterns, is called human ecology. This is the study of interdependence between man and his environment. It involves for example, clothing, shelter, natural resources, food, institutions, folkways and mores.

i. Cooperation. A major problem in the modern world is to discover ways in which individuals, social groups and nations with similar or divergent cultures can cooperate for the welfare of mankind and yet maintain as much respect for one another's cultural patterns as possible.

ii. Conflict. Conflict is a process-situation in which two or more human beings or societies seek actively to thwart each other's interests, even to the extent of injuring or destroying each other. Individual conflict may exist within an individual's personality in which needs are in competition for satisfaction.

iii. Stability. Man has established traditional patterns of living which tend to remain relatively stable. Most people prefer to engage in activities which are familiar to them. Technology sometimes threatens the stability of life situations.

iv. Change. Change has been a universal condition of human society. Pace of change varies with culture and is determined by traditional needs and exposure to other cultures. The tempo of change has increased markedly in technological societies in the recent past.







Chapter III

PLANNING INSTRUCTIONAL UNITS WITHIN THE ELEMENTARY SOCIAL STUDIES

Chapter I of this handbook prescribed the master-curriculum for social studies in the province of Alberta. Chapter II elaborated upon the major components of the program. The current chapter suggests one means of implementing the program — the preparation of well-constructed unit outlines.

In each unit, an appropriate number of items should be selected from the master-curriculum and organized for instructional purposes. Units must be planned in ways that allow the different needs and interests of students to be served. Within the same unit plan, students may work as a whole class, in small groups or on individual projects.

Alberta teachers have been preparing their own unit outlines for many years, often with the help of externally-prepared resource units. A set of suggested procedures for developing unit outlines is offered at this time because of certain characteristics of the new Alberta Social Studies Program. These characteristics have important implications for unit planning:

1. Planning must include an emphasis upon **VALUES** and the **VALUING PROCESS**
2. Activities within the unit should be planned as a means of developing thinking and problem-solving **SKILLS**
3. The content of the unit must be selected for its utility in building toward the understanding of **CONCEPTS** and **GENERALIZATIONS**
4. The greater **FLEXIBILITY** of the new social studies curriculum allows for planning to take into account the **NEEDS** and **INTERESTS OF CHILDREN**

For further explanation of numbers 1, 2 and 3 above, see the preceding chapter of this handbook.

The master-curriculum for social studies in Grades I-XII is purposely flexible. Units of study may be organized around problems, themes, or topics which students wish to investigate. For approximately two-thirds of class time, the problems, themes and topics of study should be ones which fit into the very broad scope and sequence outlines on

pages 16 and 17 of this handbook. During the use of class time students may confront the problem at any time and any place. All units should meet the criteria on page 18 of this handbook.

The planning of all social studies units should include discussions which are guided by probing questions. Purposes of this pupil-teacher discussion should include:

1. Problems, themes, or topics which students wish to investigate
2. Attitudes, feelings, beliefs, and values which are being developed
3. Skills which need strengthening
4. Areas of knowledge in which conceptual understanding is being developed

Most teachers already use suitable formats for writing unit plans. However, some may prefer to use the format which allows for effective integration of objectives and learning opportunities.

FORMAT OF THE UNIT PLAN

1. Unit Title
2. Overview
3. Objectives
 - (a) Value objectives
 - (b) Skill objectives
 - (c) Knowledge objectives
4. Learning Opportunities
 - (a) Opener
 - (b) Development
 - (c) Evaluating unit outcomes

Each element of the unit format is described in detail. Elements written in bold type are intended to guide teachers in writing their own unit outlines. All criteria have been extracted from a check list which appears on pages 38 and 39.

Chapter III

INSTRUCTIONAL UNITS WITHIN THE ELEMENTARY SOCIAL STUDIES PROGRAM

Handbook prescribed the master-curriculum for the province of Alberta. Chapter II elaborated upon the program. The current chapter suggests planning the program — the preparation of well-

appropriate number of items should be selected and organized for instructional purposes. in ways that allow the different needs and be served. Within the same unit plan, students class, in small groups or on individual projects.

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EXIBILITY of the new social studies curriculum planning to take into account the **NEEDS** and **OF CHILDREN**

ation of numbers 1, 2 and 3 above, see the this handbook.

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pages 16 and 17 of this handbook. During the remaining one-third of class time students may confront the problems of any people from any time and any place. All units should meet the criteria set out on page 18 of this handbook.

The planning of all social studies units should be preceded by class discussions which are guided by probing questions from the teacher. Purposes of this pupil-teacher discussion should be to identify:

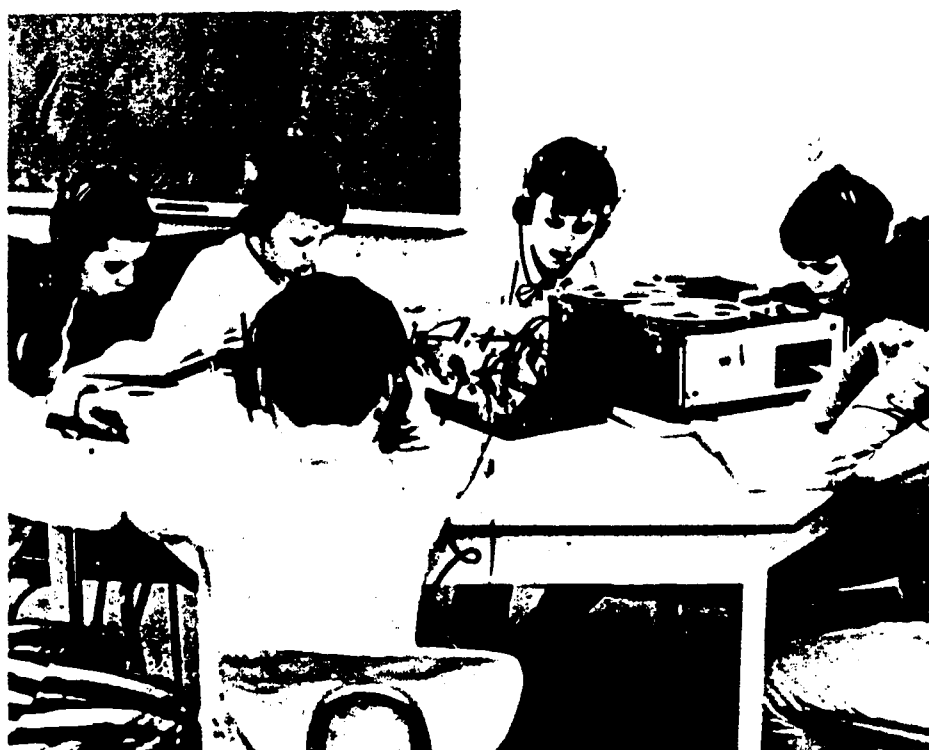
1. Problems, themes, or topics which students wish to investigate
2. Attitudes, feelings, beliefs, and values which need clarifying
3. Skills which need strengthening
4. Areas of knowledge in which conceptual understanding is lacking

Most teachers already use suitable formats in the preparation of unit plans. However, some may prefer to use the following format which allows for effective integration of objectives and learning opportunities.

FORMAT OF THE UNIT PLAN

1. Unit Title
2. Overview
3. Objectives
 - (a) Value objectives
 - (b) Skill objectives
 - (c) Knowledge objectives
4. Learning Opportunities
 - (a) Opener
 - (b) Development
 - (c) Evaluating unit outcomes

Each element of the unit format is described below. The criteria written in bold type are intended to guide teachers as they prepare their own unit outlines. All criteria have been extracted and compiled as a check list which appears on pages 38 and 39.



TITLE—VALUE ISSUES AS THE FO

Criterion I: Does the title direct attention to the value issue expressed in terms which require judgements?

Consistent with the master-curriculum's emphasis on the inquiry process, it is strongly suggested that elementary units be organized around value issues. Value issues are presented in question form and require students to make judgements. For example, "Should family income be spent on transportation? What is the best form of transportation in urban areas?"

A clearly stated value issue provides focus for the unit of study. The value issue directs attention to the central theme of learning; it suggests the need to develop inquiry skills, the need to learn facts, concepts and generalizations, and the need for understanding of the value issue. Using a value issue as the title has the advantage of extending the unit beyond the classroom. For example, in Grade VI, the title "Should the Aztecs be Dominant in Aztec Life?" provides a more useful focus than "Aztecs". Similarly, the title, "How Should People Use the Supermarket?" requires students to be more specific than the title, "The Supermarket".

OVERVIEW

Criterion II: Does the overview explain the teacher's objectives and the relationship of this unit to the master curriculum?

Intended to clarify and expand the title, the overview should include a statement of the teacher's objectives. The objectives should show how the unit will relate to the master curriculum. The overview may identify the particular values which will receive the greatest emphasis; history, geography, social science may be designated as providing the context. The role-playing, simulation, inquiry, or other techniques to be used, the temporal and geographic "boundaries" of the unit, and the way in which the unit relates to previous units should be specified.



TITLE—VALUE ISSUES AS THE FOCUS OF STUDY

Criterion I: Does the title direct attention to a pertinent value issue, expressed in terms which require students to make value judgements?

Consistent with the master-curriculum's emphasis on the valuing process, it is strongly suggested that elementary social studies units be organized around value issues. Value issues are usually expressed in question form and require students to make value judgements. For example, "Should family income be spent on recreation?" "What is the best form of transportation in urban areas?"

A clearly stated value issue provides focus for the whole unit of study. The value issue directs attention to the affective component of learning; it suggests the need to develop inquiry skills; it indicates the need to learn facts, concepts and generalizations which are basic to an understanding of the value issue. Using a value issue as the unit title has the advantage of extending the unit beyond the traditional focus. For example, in Grade VI, the title "Should Religion Have Been So Dominant in Aztec Life?" provides a more useful focus than the title, "Aztecs". Similarly, the title, "How Should People Treat People in the Supermarket?" requires students to be more evaluative than does the title, "The Supermarket".

OVERVIEW

Criterion II: Does the overview explain the teacher's general objectives and the relationship of this unit to the master-curriculum?

Intended to clarify and expand the title the overview should also include a statement of the teacher's objectives for the unit. These objectives should show how the unit will relate to the master-curriculum: the overview may identify the particular values, skills or concepts which will receive the greatest emphasis; history, geography or a particular social science may be designated as providing perspective for the unit; role-playing, simulation, inquiry, or other techniques may be mentioned; the temporal and geographic "boundaries" of the unit may be stated; the way in which the unit relates to previous and succeeding units may be specified.

WRITING UNIT OBJECTIVES

Criterion III: Are the multiple objectives of the unit consistent with both the master-curriculum and the needs, interests and abilities of particular students as members of society?

- A. Are the objectives stated in terms which clearly identify the expected behavior of students and the content of learning?
- B. Are value objectives stated in such a way that students are required to explore and clarify individual and social values?
- C. Do skill objectives define particular skills and identify behaviors which might give evidence that students have developed these skills?
- D. Do knowledge objectives identify the concepts and generalizations that are to be developed?

The major challenge in developing curriculum at the classroom level is to effect a marriage of the child's current interests, needs and abilities with the values, skills and concepts which he needs in meeting life situations now and in the future.

In writing unit objectives, primary attention should be devoted to affective learning. Objectives should also include attention to skill development and conceptual knowledge. Finally, objectives should be stated in such a way as to indicate both the **ACTIVITY** and the **CONTENT** of learning experiences.

These points are illustrated by the following examples of unit objectives:

Value Objectives

- e.g. Students should clarify (activity) their feelings toward native peoples (content)

Skill Objectives

- e.g. Students should postulate and verify (activities) causal hypotheses (content)

Knowledge Objectives

- e.g. Students should analyze (activity) the causes of discrimination (content)



LEARNING OPPORTUNITIES

Criterion IV: Do learning opportunities provide practice with behavior and content identified in the statement of objectives?

- A. Are there specific opportunities for valuing?
- B. Are there specific opportunities for skill development?
- C. Are there specific opportunities for gaining and using conceptual knowledge from the social studies and other subjects?
- D. Are learning opportunities such that students are motivated by a clear sense of purpose?
- E. Are data and materials that are appropriate for student use and/or development available?
- F. Do the learning opportunities build on what has gone before and prepare for what is to come?
- G. Are there opportunities for individual and/or group action on the problems studied?
- H. Is evaluation of student behavior done in terms of objectives and as a continuous process?

Learning opportunities are situations in which students can practice various behaviors for the purpose of achieving educational goals. Specific learning opportunities may relate to one or many of the multiple objectives of each unit.

The sample units which appear later in this handbook suggest a wealth of learning opportunities which have been used successfully with Alberta students. The sample units, or other units developed by teachers, may be taught using an inquiry model.¹ The following outline suggests some learning opportunities that could be incorporated into an inquiry unit.

¹A commendable model of inquiry, culminating in action, has been developed by Frank Simon. See Simon, *op. cit.*

Opener

The "opener" is the part of the unit during which students identify one or more value issues to which the opener sets the stage. It motivates. It defines (but will be done during the remainder of the unit).

The discrepant event. Proponents of inquiry to "discrepant event" makes a worthwhile opener. It is something which reveals a discrepancy; it is hard to rise to hypotheses. Examples of discrepant events: a loop, unusual picture, item of realia, literary reading interests, perplexes or disconcerts the student. At a unit entitled, "Should Metis People Be Integrated" might introduce that unit by using as the discrepant event Louis Riel's Regina trial. The picture study should include intellectual analysis. Students should have the opportunity to express their feelings toward trial by jury, capital punishment, etc.

Identifying the problem. Following presentation of the event, students and teachers focus on particular problem. Through questioning and the uncovering process, students should identify a particular aspect like to explain or act upon.

Hypothesizing. Having focused on particular problem, students should postulate hypotheses which explain why something has already taken place. Others predict what will happen in the future. Hypotheses should be based on all known evidence; emphasize selected evidence; should observe laws and avoid logical contradictions.

As students formulate hypotheses, they are themselves. They are laying their ideas on the line to the extent that this is true, Criterion IV-D will have been met. They will be motivated by a clear sense of purpose.

The hypothesizing stage is fertile ground for students' hypotheses are, themselves, an indication of values. Techniques which bring attitudes and values should be used at this time.

²See Rath et al *op. cit.* and Shaftel, *op. cit.* and Chaplin for strategies to be used in value clarification.

Development

It is in the development stage of the unit that most of the criteria listed under number IV will be met.

Testing the hypotheses. This is the stage at which inquiry learning moves toward the testing of hypotheses. Students should **TEST** their hypotheses, **NOT DEFEND** them. Reliable data are essential to the testing of hypotheses. It is important that data represent all sides of an issue. Biased data should be recognized as such.



Students gather data from all available sources. Material is best. Field study, interviews with resource persons, newspaper accounts, Jackdaw folios, maps, photographs, etc. leave room for students to carry out their own data. (Students can use most A.V. equipment on the films, filmstrips, transparencies, tape recordings, etc. as sources of data for individual students and groups.)

After data has been gathered, it should be analyzed to establish criteria for the analysis of data. Their criteria must be evidence fact or opinion? Is it consistent? What are the stated assumptions which underlie the evidence? Are they supported by fact? From what frame of reference is the evidence presented?

Students demonstrate and clarify their own values with hypotheses. Their own biases and their attitudes toward the method become very evident. Likewise, they have the opportunity to understand the values of others. Value clarification techniques should be used at this stage.

Reaching tentative conclusions. After analyzing their data, students should be in a position to reach tentative conclusions. They should be able to reject or modify their hypotheses.

Following research activity concerning social problems, students should explore opportunities for individual and/or group action on the problem.

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Students gather data from all available sources. Primary source material is best. Field study, interviews with resource people, documents, newspaper accounts, Jackdaw folios, maps, photos, tape recordings, etc. leave room for students to carry out their own analysis of data. (Students can use most A.V. equipment on their own. Hence, films, filmstrips, transparencies, tape recordings, etc. can be valuable sources of data for individual students and groups.)

After data has been gathered, it should be analyzed. Students must establish criteria for the analysis of data. Their criteria might ask: Is the evidence fact or opinion? Is it consistent? What are the stated or unstated assumptions which underlie the evidence? Are generalizations supported by fact? From what frame of reference is the evidence presented?

Students demonstrate and clarify their own values while testing their hypotheses. Their own biases and their attitudes toward the scientific method become very evident. Likewise, they have the opportunity better to understand the values of others. Value clarification techniques should be used at this stage.

Reaching tentative conclusions. After analyzing their data, students should be in a position to reach tentative conclusions. They may verify, reject or modify their hypotheses.

Following research activity concerning social problems, students should explore opportunities for individual and/or group action on the problem.



Succeeding chapters of this handbook suggest a variety of techniques for providing learning opportunities which may prove useful in the new social studies. Teachers may also wish to consult standard professional references for help in planning learning opportunities.

For activities and content to be used in meeting value objectives, please see:

Raths et al., *Values and Teaching*, Charles E. Merrill. 1966.
Shaftel and Shaftel, *Role-Playing for Social Values*, Prentice-Hall. 1967.

Teaching-learning strategies for developing inquiry skills are described and illustrated in:

Carpenter, H. M., *Skill Development in Social Studies*, Washington, D.C., N.C.S.S. 1963 Yearbook.

Fair and Shaftel, *Effective Thinking in the Social Studies*, N.C.S.S. 1967.

Lippitt, et al., *The Teacher's Role in Social Science Investigation*, S.R.A. 1969.

Moore and Owen, *Teaching the Subjects in the Social Studies*, MacMillan. 1966.

Sanders, N. M., *Classroom Questions: What Kinds?* Harper and Row. 1966.

Simon, F., *A Reconstructive Approach to Problem-Solving in the Social Studies*, University of Calgary. 1970.

Teaching for concept development can be made more effective by reading:

Taba, H., *Teacher's Handbook for Elementary Social Studies*, Addison-Wesley. 1967.

Morrissett, I. (ed.), *Concepts and Structure in the New Social Science Curricula*, Holt Rinehart. 1967.

All of the above references are available from the School Book Branch, 10410 - 121 Street, Edmonton and are listed in the current School Book Branch Catalog for Elementary Social Studies.

EVALUATING UNIT OUTCOMES

Evaluating Students' Attainment of Values

Evaluation must be related directly to progress with the values-orientation of the new social studies. It is essential that teachers evaluate the attainment of values. Teachers should not pass judgements on students until they have been looked for in evaluating the attainment of values.

1. Are students CLEAR about their values? Do they value?
2. Are students' values CONSISTENT? Are they consistent with one another and with the student's values manifested in consistent patterns?
3. Are students' values DEFENSIBLE? Do they pass a test of logic and reason? Are students aware of their values?

It is recommended that percentage grades are not be assigned according to the attainment of values. The attainment of a particular child should be discussed during teacher-student interviews.

In attempting to evaluate the student's value system, teachers must be aware of how a value system should look for evidence that indicates the stage in the development of his own value system.

David Krathwohl and his associates^a have identified the stages one goes through in internalizing values. In simplest terms, this process starts when we become aware that something exists; we respond to that something, then we expect us to do so and later because we gain from our response; we then begin to place value upon some things are valued more than others, we then begin to organize a system of values; finally, our value system and our behavior is guided by a philosophy of life.

Valuing, more than any other objective, requires continuous evaluation. For the most part, values objectives will be evaluated through non-quantitative means, discussions, role-playing, written work and in-classroom activities provide the best indicators of the clarity, consistency of students' values.

^aOp. cit.

apters of this handbook suggest a variety of techniques
ning opportunities which may prove useful in the new
achers may also wish to consult standard professional
p in planning learning opportunities.

and content to be used in meeting value objectives,

es and Teaching, Charles E. Merrill. 1966.

el. Role-Playing for Social Values, Prentice-Hall. 1967.

ning strategies for developing inquiry skills are de-
rated in:

., Skill Development in Social Studies, Washington,
1963 Yearbook.

Effective Thinking in the Social Studies, N.C.S.S.

Teacher's Role in Social Science Investigation, S.R.A.

n, Teaching the Subjects in the Social Studies, Mac-

Classroom Questions: What Kinds? Harper and Row.

Constructive Approach to Problem-Solving in the Social
University of Calgary. 1970.

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- 121 Street, Edmonton and are listed in the current
anch Catalog for Elementary Social Studies.

EVALUATING UNIT OUTCOMES

Evaluating Students' Attainment of Values

Evaluation must be related directly to program objectives. In keep-
ing with the values-orientation of the new social studies curriculum, it
is essential that teachers evaluate the attainment of value objectives.
Teachers should not pass judgements on students' values, per se. Criteria
to be looked for in evaluating the attainment of value objectives include:

1. Are students CLEAR about their values? Do they know what they value?
2. Are students' values CONSISTENT? Are their values consistent with one another and with the students' life-goals? Are these values manifested in consistent patterns of behavior?
3. Are students' values DEFENSIBLE? Do their values stand the test of logic and reason? Are students aware of the consequences of their values?

It is recommended that percentage grades and report card marks not be assigned according to the attainment of value objectives. The values of a particular child should be discussed during parent-teacher or parent-teacher-student interviews.

In attempting to evaluate the student's internalizing of a value system, teachers must be aware of how a value system develops. They should look for evidence that indicates the stage each child has reached in the development of his own value system.

David Krathwohl and his associates¹ have attempted to describe the stages one goes through in internalizing a system of values. In simplest terms, this process starts when we become aware that something exists; we respond to that something, first of all because others expect us to do so and later because we gain personal satisfaction from our response; we then begin to place value upon that something; since some things are valued more than others, we have to assign priorities by organizing a system of values; finally, patterns emerge within our value system and our behavior is guided by a relatively consistent philosophy of life.

Valuing, more than any other objective, must be the subject of continuous evaluation. For the most part, the attainment of value objectives will be evaluated through non-quantitative means. Class discussions, role-playing, written work and in- and out-of-school behavior provide the best indicators of the clarity, consistency and defensibility of students' values.

¹Op. cit.

Many of the value clarification techniques outlined in Chapter IV can be used for evaluation purposes. Some of these techniques provide quantifiable data concerning the values of individuals and groups.

Evaluating the Attainment of Skill and Knowledge Objectives

In evaluating the attainment of skill and knowledge objectives, teachers should test more than the recall or recognition of factual knowledge. Reference should be made to the *Taxonomy of Educational Objectives: Cognitive Domain*. Sample questions representing higher levels of the taxonomy appear below. These questions are organized in a manner consistent with the problem-solving model in Chapter I of this handbook and not in the order originally established by Bloom.⁴

The following descriptions and examples are far too brief to serve as a complete guide. For more detailed suggestions on evaluating the attainment of skill and knowledge objectives, teachers should refer to: Sanders, *Classroom Questions: What Kinds?*, Harper and Row, 1967. Berg, H. D. (ed.), *Evaluation in Social Studies*, N.C.S.S. 1963.

Both sources are available from the School Book Branch.

Translation is the intellectual process of changing ideas in a communication into parallel forms—oral, written, pictorial, and graphic. Examples of translation include changing the form of knowledge communicated into (or from) the forms of pictures, graphs, charts, maps, models, socio-dramas, poems, outlines, summaries, and detailed statements. The term "paraphrase" suggests a classic example of translation.

Examples:

1. Tell the meaning of the following sentence in your own words.
2. Plan and present a socio-drama of Christmas in Fort Edmonton.
3. Transfer factors determining the climate of a region (learned from a verbal description) to an outline map of that region.
4. What idea that we studied in this unit is close to the main point the artist makes in this cartoon?

Interpretation is the process of relating facts, generalizations, definitions, values, and skills. Interpretation questions require the student to discover relationships in information given him at a commonsense level. Examples:

1. Is the climate of the Okanagan Valley different from or the same as that of the Annapolis Valley?



⁴Bloom, *op. cit.*

clarification techniques outlined in Chapter IV on purposes. Some of these techniques provide insight into the values of individuals and groups.

Attainment of Skill and Knowledge Objectives

Attainment of skill and knowledge objectives, more than the recall or recognition of factual information, could be made to the *Taxonomy of Educational Objectives*. Sample questions representing higher levels of attainment appear below. These questions are organized in the problem-solving model in Chapter I of this book in the order originally established by Bloom.⁴

Questions and examples are far too brief to serve as more detailed suggestions on evaluating the attainment of knowledge objectives; teachers should refer to: *Questions: What Kinds?*, Harper and Row, 1967. *Questions in Social Studies*, N.C.S.S., 1963. Available from the School Book Branch.

The intellectual process of changing ideas in a concrete form—oral, written, pictorial, and graphic. This includes changing the form of knowledge content into the forms of pictures, graphs, charts, maps, poems, outlines, summaries, and detailed statements. "The process" suggests a classic example of translation.

Write the following sentence in your own words: "A socio-drama of Christmas in Fort Edmonton." Determine the climate of a region (learned from a description) to an outline map of that region. The cartoon studied in this unit is close to the main point in this cartoon?

The process of relating facts, generalizations, definitions. Interpretation questions require the student to relate information given him at a commonsense level.

Is the Okanagan Valley different from or the same as the Minneapolis Valley?



2. We have seen that community services are paid for by taxes. What might happen if the town hires an extra policeman?
3. Reread your text and notes to find evidence that there was no freedom in the ancient world.
4. A pioneer is defined as "one of the first to settle in a territory". Was Simon Fraser a pioneer?
5. Study the attached temperature and precipitation chart to determine which of the locations has a continental climate. (Assume climatic types have been studied in class.)
6. Why does the CNR keep an extra supply of locomotives in its terminal at Jasper in the Rocky Mountains?

Analysis problems are solved by a conscious employment of the parts and processes of reasoning. Instruction in the form of reasoning required is a prerequisite task. Many analysis questions present an example of reasoning and the student is asked to analyze the type of reasoning used.

1. What method(s) of reasoning has the author used in reaching his conclusions that education is the best solution to the problems of the Eskimo?
2. Analyze the reasoning in this cartoon.
3. Analyze the reasoning in this quotation:
"In a totalitarian state even the thoughts of the people are controlled. The characters in George Orwell's *Animal Farm* were not allowed to think as they wished. We can see, then, that *Animal Farm* has become a totalitarian state."
4. Select from these old newspaper articles those which have historical importance and those which are likely to be of little interest to the historian. Give reasons for your selection.

Evaluation is akin to analysis in that it requires preparatory instruction in the processes to be employed. Pupils must be taught to:

- a) recognize the differences between facts, values and opinions.
- b) establish appropriate standards or values (questions which list the standards to be used are better classified as interpretation)
- c) determine how closely the idea or object meets these standards or values. Examples:
 1. Which of the following statements are facts; which are values; which are opinions?
 2. Establish a check-list for evaluating the qualities of a good neighbour.
 3. Use the attached check-list to evaluate the services provided in our community.

4. You have been given pictures and written reports of an airplane crash. These eleven people are the survivors. The airplane crashed and is trapped in the desert. A camel is able to carry six of the survivors. It is possible that the five who are left behind in the camel train is able to get back for the survivors. What should be taken to safety?

Synthesis thinking is original, creative thinking. It is the process of working with pieces, parts, elements, combining them in such a way as to constitute a new whole. "Clearly there before." (Bloom, p. 162). Synthesis is a situation where there is a real problem or a problem to which there is no single correct answer.

1. You are with Van Horne as the CPR train arrives. Major Rogers has just returned after being trapped through the mountains. What question would you ask him?
2. Canadian farmers have produced more wheat than ever before. Devise a set of rules which the Canadian government in determining how much wheat each farmer can produce.
3. What could Mr. Dunbar do to attract more customers to his supermarket?
4. Draw up a plan that our class could use to raise money for our playground.
5. Design an experiment to determine whether or not more about Canadian history.

Application questions are designed to give the student a transfer of learning. Some application questions are action on problems or projects in the community. Centered questions might require children to solve a problem of hunger and collect money, food or clothing to help the needy. Problems relating to local traffic, economic difficulties, etc., can be topics for application.

More often, application questions give the student an effort. Having studied one developing country, the student is asked to describe conditions in a second equally-developing country. Actually being told to do so, the students will transfer to the second country the concepts and generalizations from a study of the first.

Application questions relating to skill development are a feature of many elementary classrooms. Reading, writing, reporting, etc., are application questions.

that community services are paid for by taxes.
Open if the town hires an extra policeman?
Text and notes to find evidence that there was no
ancient world.

defined as "one of the first to settle in a territory".
as a pioneer?

shed temperature and precipitation chart to deter-
the locations has a continental climate. (Assume
have been studied in class.)

CNR keep an extra supply of locomotives in its
per in the Rocky Mountains?

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and the student is asked to analyze the type of

(s) of reasoning has the author used in reaching
is that education is the best solution to the prob-
kimo?

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reasoning in this quotation

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w closely the idea or object meets these standards
amples:

e following statements are facts; which are values;
inions?

check-list for evaluating the qualities of a good

hed check-list to evaluate the services provided in
ity.

4. You have been given pictures and written descriptions of eleven people. These eleven people are the survivors of an airplane crash and are trapped in the desert. A camel train finds them and is able to carry six of the survivors to safety. It is quite possible that the five who are left behind will not be alive when the camel train is able to get back for them. Which six people should be taken to safety?

Synthesis thinking is original, creative thinking. "This involves the process of working with pieces, parts, elements, etc., and arranging and combining them in such a way as to constitute a pattern or structure not clearly there before." (Bloom, p. 162). Synthesis thinking occurs best in a situation where there is a real problem to be solved — likely a problem to which there is no single correct answer. Examples:

1. You are with Van Horne as the CPR approaches the Rockies. Major Rogers has just returned after searching for a route through the mountains. What questions would you ask him?
2. Canadian farmers have produced more wheat than they can sell. Devise a set of rules which the Canadian Wheat Board might use in determining how much wheat each farmer can send to market.
3. What could Mr. Dunbar do to attract more customers to his supermarket?
4. Draw up a plan that our class could follow to get more equipment for our playground.
5. Design an experiment to determine whether girls or boys know more about Canadian history.

Application questions are designed to give students practice in the transfer of learning. Some application questions lead to study and action on problems or projects in the community. Such behavior-centered questions might require children to study the problem of world hunger and collect money, food or clothing to fill the needs they have identified. Problems relating to local traffic patterns, health practices, economic difficulties, etc., can be topics for behavior-centered application.

More often, application questions give rise to mainly intellectual effort. Having studied one developing country, pupils might be asked to describe conditions in a second equally backward nation. Without actually being told to do so, the students would be expected to apply to the second country the concepts and generalizations learned from a study of the first.

Application questions relating to skill development are a common feature of many elementary classrooms. Reading maps, locating information, writing reports, etc., are application of skills.



CHECK-LIST OF CRITERIA FOR UNIT DEVELOPMENT

Criteria

Check

Comment

- I. Does the title direct attention to a pertinent value issue, expressed in terms which require students to make value judgments?**
- II. Does the overview explain the teacher's general objectives and the relationship of this unit to the master-curriculum?**
- III. Are the multiple objectives of the unit consistent with both the master-curriculum and the needs, interests and abilities of particular students as members of society?**
 - A. Are the objectives stated in terms which clearly identify the expected behavior of students and the content of learning?**
 - B. Are value objectives stated in such a way that students are required to explore and clarify individual and social values?**
 - C. Do skill objectives define particular skills and identify behaviors which might give evidence that students have developed these skills?**
 - D. Do knowledge objectives identify the concepts and generalizations that are to be developed?**

[illegible]



Chapter IV

TEACHING-LEARNING ACTIVITIES FOR THE NEW SOCIAL STUDIES

Teaching and learning can be viewed as a war on ignorance, intolerance and apathy. As in any war, the participants need to use both strategies (the broad plans of attack) and tactics (the specific manoeuvres). Previous chapters established the valuing process (choosing, prizing, acting) as the broad strategy to be used in the new social studies. Chapter IV suggests specific tactics or activities to be used at various stages of the valuing process and in evaluating learning outcomes.

These activities are organized somewhat arbitrarily under the three headings of Activities for Clarifying Values, Activities for Monitoring Skill Developments, and Activities for Achieving Knowledge Objectives. However, each activity can contribute to the attainment of more than one objective. For example, value-clarifying activities also provide opportunities for the development of social skills.

ACTIVITIES FOR CLARIFYING VALUES¹

The activities which follow are all designed to help students bring their feelings into clearer focus. Some activities are intended to be private experiences and need not be shared publicly. Others provide opportunities for students to clarify their feelings in more of a group setting.

Many of these activities can be used in an on-going evaluation of students' values. It is not intended that these activities be used to determine whose values are "right" and whose are "wrong". Rather, these activities are intended to help teachers and students determine the *clarity, consistency and defensibility* of particular values.

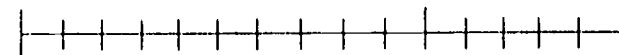
¹ Most of the activities outlined below are elaborated in either of two books which are recommended for purchase by teachers. Appreciation of the contributions made by these authors is gratefully acknowledged. The books, both of which are available from the Alberta School Book Branch, 10410 - 121 Street, Edmonton, are: L. E. Raths, M. Harmin and S. B. Simon, *Values and Teaching*, Columbus, Ohio: Charles E. Merrill Books, 1965; and, Saville Sax, *Games People Ought to Play*, New York: MacMillan, 1971.

1. **Rank Order.** Students are asked to rank items in order of preference. All three items should be potentially desirable or undesirable.

eg. Would you rather be a policeman, soldier or farmer?
Would you rather live in a large city, in a small town or on a farm?

2. **The Continuum.** The continuum consists of a horizontal line on which are indicated two extreme positions and several intermediate positions. Students are asked to identify the position which they agree most strongly. The continuum and the various positions to be placed on it are suggested for the class.

eg.	Being on Time
Severely	
Punish	Ignore
Latecomers	Latecomers



3. **The Values Inventory.** The values inventory is a continuum which is used for measuring attitudes. Students react to a given statement by indicating whether they agree, are undecided, disagree or strongly disagree.

eg.	S.A.	A.
1. Small towns are better places to live than cities.		
2. It is better to live in an apartment than in a house.		
3. Highways are more important than parks.		
etc.		

Chapter IV

TEACHING-LEARNING ACTIVITIES FOR THE NEW SOCIAL STUDIES

Learning can be viewed as a war on ignorance. As in any war, the participants need to use both weapons of attack and tactics (the specific maneuvers established the valuing process (choosing, a broad strategy to be used in the new social studies suggests specific tactics or activities to be used at the valuing process and in evaluating learning

are organized somewhat arbitrarily under the three categories: Activities for Clarifying Values, Activities for Monitoring Learning, and Activities for Achieving Knowledge Objectives. These activities can contribute to the attainment of more than one objective. For example, value-clarifying activities also provide for the development of social skills.

ACTIVITIES FOR CLARIFYING VALUES

The following are all designed to help students bring their own values into focus. Some activities are intended to be shared publicly. Others provide a means for students to clarify their feelings in more of a group setting.

These activities can be used in an on-going evaluation of learning. It is not intended that these activities be used to determine which are "right" and whose are "wrong". Rather, they are intended to help teachers and students determine the defensibility of particular values.

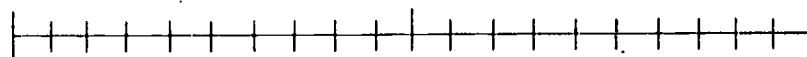
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1. **Rank Order.** Students are asked to rank three items in order of preference. All three items should be potentially equal in terms of desirability or undesirability.

- eg. Would you rather be a policeman, soldier or fireman?
- Would you rather live in a large city, in a small town or on a farm?

2. **The Continuum.** The continuum consists of a long horizontal line on which are indicated two extreme positions and a number of intermediate positions. Students are asked to identify the position with which they agree most strongly. The continuum is most useful when the various positions to be placed on it are suggested by members of the class.

eg.	Being on Time	
Severely		Strongly
Punish	Ignore	Reward
Latecomers	Latecomers	Latecomers



3. **The Values Inventory.** The values inventory is a form of continuum which is used for measuring attitudes. Students are asked to react to a given statement by indicating whether they strongly agree, agree, are undecided, disagree or strongly disagree.

eg.

1. Small towns are better places to live than cities.

2. It is better to live in an apartment than in a house.

3. Highways are more important than parks.

etc.

S.A.	A.	U.	D.	S.D.





Another form of Values Inventory uses as headings, all, most, many, some and no.

	All	Most	Many	Some	No
eg.					
1. Policemen are ob-servant.					
2. Policemen are happy.					
3. Policemen are quarrelsome.					
etc.					

4. **Semantic Differential.** Another form of continuum permits teachers to quantify student responses by assigning a numerical value to each position on the continuum. Checking of -3 or 3 indicates strong feelings one way or the other. Checking of -2, -1, 1 or 2 indicates milder feelings. Checking of 0 indicates neutral feeling.

eg. I think that most poor people are:

	-3	-2	-1	0	1	2	3	
Stupid	—	—	—	—	—	—	—	Smart
Dirty	—	—	—	—	—	—	—	Clean
Cruel	—	—	—	—	—	—	—	Kind

It is possible to total the responses from the whole class to assess the general attitudes of the group, still leaving individual responses anonymous.

5. **Unfinished Stories.** For this activity, a story, human problem, or a people-in-conflict situation is presented to pupils, but the ending, solution, or outcome is purposely omitted. It is up to the pupils or group to complete a final outcome. For example, the teacher may wish to read only part of "Stop Thief" in *Values to Live By*, Arnsperger et al, (1967 Steck-Vaughn Company). Have the pupils role play, dramatize, or write their own conclusion as to what happened after Allen got caught stealing a doll for his sister. Filmstrips and study prints provide other sources of unfinished stories.

6. **Position Statement.** The position statement allows students to express their own thoughts and feelings on a given topic. A question

is raised and discussed very briefly. Students then are given minutes to prepare a written response which begins, "I feel..." or "It is my feeling that..." After the position statement is prepared in private they can be read and discussed.

eg. State your position on the question: Should we wear lipstick?

7. **Voting.** In a classroom setting, this procedure is used for verbal level issues, ideas, or "embarrassing" situations which might be too difficult to make public. Here the teacher raises value issues, or feelings and students state a position with their hands. Each student can show the strength of his position by the height to which he raises his hand. A raised hand indicates strong agreement.

8. **Value Sheets.** Value sheets contain a description of a problem and suggest one or more solutions. There is also a space for a student's response pertaining to the statement. The questions are designed to help the student in thinking through the problem.

eg. Two children cannot agree which TV show to watch. Mother says that since they cannot agree, they must watch this afternoon.

1. What other solutions might have been tried?
2. What would happen as a result of each solution?
3. Which solution do you think would be the best?

9. **Weekly Thought Sheets.** Students are invited to write about their behavior over the past week and to identify one incident about which they are particularly proud, happy, or ashamed. These incidents are described in writing and are either kept private or handed to the teacher. Thought sheets which are kept private may give rise to private discussions with the teacher which may serve to identify issues which can be dealt with through value-clarifying activities.

10. **The Positive Focus Game.** The positive focus game is used as a means of getting students to listen to and understand each other. The "game" has only two essential rules: attention must be

Values Inventory uses as headings, all, most,

	All	Most	Many	Some	No
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_____	_____	_____	_____	_____	Smart
_____	_____	_____	_____	_____	Clean
_____	_____	_____	_____	_____	Kind

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is raised and discussed very briefly. Students then are given five or ten minutes to prepare a written response which begins, "In my opinion . . ." or "It is my feeling that . . ." After the position statements have been prepared in private they can be read and discussed in small groups.

eg. State your position on the question: Should Grade Five girls wear lipstick?

7. **Voting.** In a classroom setting, this procedure brings to the verbal level issues, ideas, or "embarrassing" situations that otherwise might be too difficult to make public. Here the teacher raises questions, value issues, or feelings and students state a position by a show of hands. Each student can show the strength of his agreement with a given position by the height to which he raises his hand. The fully-raised hand indicates strong agreement.

8. **Value Sheets.** Value sheets contain a description of a problem and suggest one or more solutions. There is also a series of questions pertaining to the statement. The questions are designed to assist the student in thinking through the problem.

eg. Two children cannot agree which TV channel to watch. Mother says that since they cannot agree, there will be no TV watching this afternoon.

1. What other solutions might have been found?
2. What would happen as a result of each solution?
3. Which solution do you think would be best?

9. **Weekly Thought Sheets.** Students are invited to reflect upon their behavior over the past week and to identify one or two incidents about which they are particularly proud, happy, upset, satisfied, or ashamed. These incidents are described in writing and may be kept in private or handed to the teacher. Thought sheets which are handed to the teacher may give rise to private discussions with the student and may serve to identify issues which can be dealt with through other value-clarifying activities.

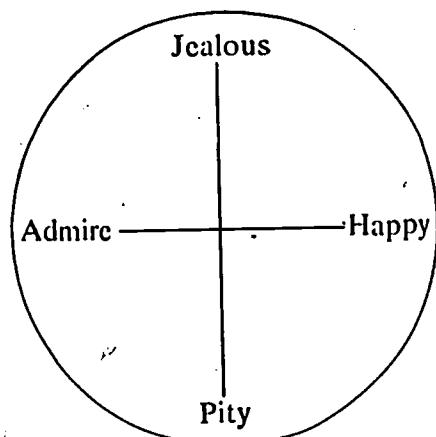
10. **The Positive Focus Game.** The positive focus game is useful as a means of getting students to listen to and understand others. The "game" has only two essential rules: attention must be focused on one

person; questions and comments must be positive in nature. Steps in the game are as follows:

- Pose a question or topic to be considered.
- Establish groups of four, five or six persons.
- Assign roles. Choose a "focus" person who will be the center of attention. Select a referee who will ensure that the rules are followed. Assign the referee and all other members of the group to "draw out" the focus person.
- Focus person states his position on the question or topic under discussion.
- Group members ask questions designed to help focus person clarify his or her position. The referee can also ask questions but has the added responsibility of enforcing the rules of positive focus.
- When the group has completed "drawing out" focus person, the game should be evaluated. First, the group should tell focus person whether he appeared to state his position clearly and honestly. During the second phase of the evaluation, focus person has an opportunity to tell other group members whether their questions were helpful to him in clarifying his position.

11. The Reaction Wheel. The reaction wheel is a simple "gimmick" for helping students record the variety of reactions which they might feel toward or about a public figure, a character in a story or film, a particular kind of pet or any other topic. Students draw a wheel with four or more spokes in it. They write one reaction on each spoke. Then the "wheels" are exchanged with a neighbour. Each student asks his neighbour to explain one of his reactions:

eg. My feelings toward or about African children



12. Debating. Able upper elementary students, debaters, are urged to clarify and substantiate through taking the affirmative or negative side to specific problems. For example, "Be it resolved in the Whitecourt area." Two members take the affirmative and negative sides of the resolution are given time to make constructive opening speeches. Then they deliver their rebuttal speeches in the original order, with each member refuting the original stands as well as refuting the arguments of the other side. The observers could then become involved in the discussion, asking questions and making conclusions to, and the generalizations about the debate delivered concerning the resolution.



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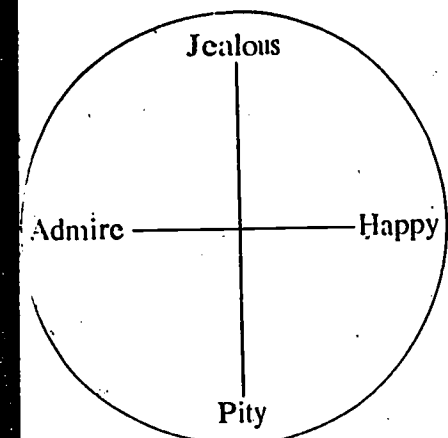
r kind of pet or any other topic. Students draw a

more spokes in it. They write one reaction on each

"wheels" are exchanged with a neighbour. Each

ighbour to explain one of his reactions.

s toward or about African children



12. **Debating.** Able upper elementary students, both observers and debators, are urged to clarify and substantiate their selection of values through taking the affirmative or negative side of a debate on resolutions to specific problems. For example, "Be it resolved that a pulp mill be developed in the Whitecourt area." Two members of both the affirmative and negative sides of the resolution are given, alternatively, equal time to make constructive opening speeches. The two sides alternate their rebuttal speeches in the original order, which should both defend their original stands as well as refute the arguments of the opposing view. The observers could then become involved in drawing up the conclusions to, and the generalizations about the specific arguments delivered concerning the resolution.



13. **Public Interviews.** In the public interview a volunteer is interviewed, having the right to "pass up" a question, as well as to question in turn either the individual or group interviewer. The interviewee should be the center of attention, and the questions posed should deal with the interviewee's personal assessment of his attitudes toward either a specific topic, or else his view on life in general. Questions dealing with family and friend relationships, attitudes toward work, habits, hopes, fears and recreation are areas which particularly encourage the individual's stand on value issues. The interview should begin with relatively insignificant questions designed to "warm up" the interviewee.

14. **Role-playing.** "Playing-out" a specific confrontation between attitudes and values involving human relations in conflict allows alternative solutions to be investigated and the consequences of these solutions developed, without the participants actually being penalized for their projected interpretations. For example, a group could enact the various solutions possible when a teacher catches a pupil copying assignments or a policeman father catches his child shoplifting. Many possible resolutions could be dramatized, with various students role-playing their interpretation of the action.

Fannie and George Shaftel in *Role-Playing for Social Values: Decision-Making in the Social Studies* (Prentice-Hall) detail eight specific steps to role-playing:

- Warm-up of group (vivid yet concise statement of the human relations problem — story, filmstrip, picture, etc.).
- Casting of role-players, selection of those students who have definite attitudes or solutions.
- Guiding audience to being constructively-critical observers of the role-player's interpretation of the problem.
- Helping role-players set the stage through questioning as to their mood, their motive and their environment.
- Actual enactment of situation according to individual role-player's interpretation of attitudes portrayed.
- Discussion and evaluation by both role-players and observers as to feelings involved, reality of the dramatization.

- Further enactment as suggested by evaluation of the incident, or a continuation of that action.
- Further discussion, leading to both the verbalization of personal feelings and experiences as well as generalizations.

15. **Value-Clarifying Discussion.** Among the techniques that can be used in classrooms to help children decide to judge a situation and to make a decision freely, is the value-clarifying discussion. It allows one to see the pros and cons of a decision if it is to reach its aim; it must be led very cautiously for a teacher to help children discover the values involved. The most important! These values are not necessarily the children's values; they have to make their own choice; only then will they be able to decide according to their conviction. The teacher's task is to lead the children to the consequences of their decision for or against a decision; it could have for their lives. The questions should be asked without a preconceived answer. It should be an attempt to lead on the problem and give some food for thought. After the discussion, summarize the different points brought up, the teacher should lead some further discussions on the topic at a later moment. A statement that can initiate a value-clarifying discussion should be: Should both parents have employment away from home?

16. **The Values Grid.** One means of bringing order and fullness to a value-clarifying discussion is to use a values grid, as follows:

	CHOOSING			PRIZING	
	Alternatives	Consequences	Choice	Pride	Affirmation
Problem					

The grid structures a discussion in such a way as to include all steps in the valuing process. The grid might be used with pupils when "The Best Pet" is the problem under discussion; skunk, etc. can be listed in the "Alternatives" column, and "Consequences" listed opposite each. Each child can list "Choice" and list actual or intended incidents where "Action" was taken and "Affirmed" and where "Action" was taken and "Affirmed". Five students might use the grid when deciding the best pet to live in Canada.

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15. **Value-Clarifying Discussion.** Among the different methods
 that can be used in classrooms to help children develop their ability
 to judge a situation and to make a decision freely, is the value-clarifying
 discussion. It allows one to see the pros and cons of a problem. But
 if it is to reach its aim; it must be led very cautiously. It is so tempting
 for a teacher to help children discover the values he or she prizes
 most! These values are not necessarily the children's values. The children
 have to make their own choice; only then will they be apt to act ac-
 cording to their conviction. The teacher's task is to help them examine
 the consequences of their decision for or against and the implication
 it could have for their lives. The questions should not guide towards
 a preconceived answer. It should be an attempt to cast some light
 on the problem and give some food for thought. After having somebody
 summarize the different points brought up, the teacher could propose
 some further discussions on the topic at a later moment. An example
 of a statement that can initiate a value-clarifying discussion can be:
 Should both parents have employment away from home?

16. **The Values Grid.** One means of bringing greater purpose-
 fulness to a value-clarifying discussion is to use a values grid like the
 following:

Problem	CHOOSING			PRIZING		ACTING	
	Alterna- tives	Conse- quences	Chôice	Pride	Affirma- tion	Action	Repeli- tion

The grid structures a discussion in such a way as to give attention to
 all steps in the valuing process. The grid might be used by primary
 pupils when "The Best Pet" is the problem under study. Cat, dog,
 skunk, etc. can be listed in the "Alternatives" column with "Con-
 sequences" listed opposite each. Each child can then indicate his
 "Choice" and list actual or intended incidents where "Pride" was felt
 and "Affirmed" and where "Action" was taken and "Repeated". Grade
 five students might use the grid when deciding the problem of where to
 live in Canada.

17. **The Contrived Incident.** The teacher creates a real situation in which children must become involved. The situation is so real that children are prompted to clarify one specific example. One well-known example of a contrived incident occurred when a teacher, with apparent seriousness and conviction, denied, for a day, any privileges to all blue-eyed children in her class.

18. **Throwing Curves.** The throwing curve strategy can be used to help pupils make up their minds about a particular value. The teacher takes a detour, using seemingly insignificant questions in order to arouse the student's curiosity. These seemingly insignificant questions give rise to a significant issue. For example, questions concerning

footwear can give rise to discussion of shoemaker's and hence the student's pride in his work.

19. **Devil's Advocate.** This is a technique in which one person presents a commonly accepted viewpoint, or unpopular side of an issue, using extreme and dogmatic statements. This strategy offers an opportunity for students to examine what they cherish, to affirm it publicly, and to analyze an issue and possible alternatives. For instance, the devil's advocate might present a persuasive argument (a) against living in cities in Alberta, (b) that Louis Riel was a hero (or villain), (c) that being neighbourly is not a good practice, (d) that certain practices affect social conventions, or (e) that children should not have allowance. The devil's advocate role may be played by one student(s).

20. **The Conflict-Resolution Game** is having two people, in an actual or imaginary conflict use various strategies to solve their differences. The third person, or observer, observes the effectiveness of the strategies, and helps the main players to clarify their ideas and understand their reactions. Two illustrations of playing this game follow:

1. Role-play the opposing viewpoint to gain insight into the other person's feelings, attitudes;
2. Have each protagonist give a clear statement of his point of view, and his reasons for it. The other person involved should paraphrase this to show understanding of the ideas, and then ask questions to clarify any points on which he is in doubt. Then the process is reversed, and repeated until agreement, or a resolution of differences, is achieved.

21. **The Clarifying Response.** Teachers can help students clarify their values by asking short but penetrating questions in response to what students do or say. The clarifying response prompts the student to analyze the reasons behind his actions. For example, when a child states his opinion on an issue, the teacher might respond by asking, "Have you felt that way before?" Examples of clarifying responses include, "Do you do this because..." "Have you thought of other alternatives?" "What about...?"



Intrived Incident. The teacher creates a real situation in which students must become involved. The situation is so real that students are tempted to clarify one specific example. One well-known intrived incident occurred when a teacher, with apparent conviction, denied, for a day, any privileges to all students in her class.

Throwing Curves. The throwing curve strategy can be used to shake up their minds about a particular value. The teacher uses seemingly insignificant questions in order to stimulate students' curiosity. These seemingly insignificant questions lead to a significant issue. For example, questions concerning

footwear can give rise to discussion of shoemaker's pride in his work and hence the student's pride in his work.

19. Devil's Advocate. This is a technique in which the uncommonly accepted viewpoint, or unpopular side of issues is argued by using extreme and dogmatic statements. This strategy is useful because it offers an opportunity for students to examine what they prize and cherish, to affirm it publicly, and to analyze an issue in terms of other possible alternatives. For instance, the devil's advocate may be used in presenting a persuasive argument (a) against limiting the size of cities in Alberta, (b) that Louis Riel was a hero (or villain), (c) that being neighbourly is not a good practice, (d) that industry does not affect social conventions, or (e) that children should not be given an allowance. The devil's advocate role may be played by teacher or student(s).

20. The Conflict-Resolution Game is having two people in either actual or imaginary conflict use various strategies in an effort to resolve their differences. The third person, or observer, evaluates the effectiveness of the strategies, and helps the main protagonists clarify their ideas and understand their reactions. Two illustrative methods of playing this game follow:

1. Role-play the opposing viewpoint to gain an appreciation of the other person's feelings, attitudes;
2. Have each protagonist give a clear statement delineating his point of view, and his reasons for it. The other person involved should paraphrase this to show understanding of the ideas, and then ask questions to clarify any attitudes or points on which he is in doubt. Then the procedure should be reversed, and repeated until agreement, or the acceptance of differences, is achieved.

21. The Clarifying Response. Teachers can help students to clarify their values by asking short but penetrating questions in response to what students do or say. The clarifying response forces the student to analyze the reasons behind his actions and/or words. For example, when a child states his opinion on an issue, the teacher might respond by asking, "Have you felt that way for long?" Other examples of clarifying responses include, "Do you do this very often?" "Have you thought of other alternatives?" "What is it you like about ...?"



ACTIVITIES FOR MONITORING SKILL DEVELOPMENT

Though teachers should occasionally design opportunities for students to learn particular skills such as reading maps or identifying bias in a textbook, it is not intended that specific activities for developing skills will be described here. Rather, *this section will suggest techniques whereby teachers and students can utilize day-by-day activities as opportunities for using and developing skills.*

It is recommended that teachers and students keep a constant check on growth in two broad categories of skills: social skills and inquiry skills.

1. Monitoring Social Skills

The process observer. During group activities it might be worthwhile to have students selected on a rotating basis, analyze the interactions of the group, noting how well group members communicate with each other. This person, known as the process observer, may or may not take part in the group activities. At the conclusion of the activity, the process observer should report on the group's behavior and suggest ways of improving social skills.

Process observers may wish to comment upon:

1. The comfort of physical setting for group activities.
2. The warmth of the social "climate" in the group.
3. The controlled flexibility of the group's plan of operation.
4. The cross-flow of group discussion.
5. The degree of total involvement.
6. The willingness to learn from other's experiences.
7. The extent to which group members take responsibility for conduct of the group.
8. The clarity of group goals.
9. The variety of group activities.
10. The willingness of group members to defer to expertise rather than opinion.

Total group appraisal. All members of a group can be involved in the appraisal of social skills. They should watch for development of the social skills outlined on page twelve of this guide:

a. **Interpreting the feelings and ideas of others.** This skill involves the sub-skills of: receiving impressions through sight and sound; translating those impressions so as to distinguish what is relevant from that which is irrelevant; and tying together the relevant impressions so as to "get the message". Interpretation must be made of facial expressions, gestures, and voice intonation as well as the actual words used.

b. **Responding to feelings and ideas of others appropriate to the occasion.** This skill includes the sub-skills of: deciding what response is appropriate and, through words, conveying the appropriate response. Some situations call for leadership roles; some call for followership. A sympathetic listener is all that is required. Students should use these criteria for judging the appropriateness of social behavior in evaluating group behaviour.

c. **Expressing one's own feelings and ideas appropriately.** This skill includes the sub-skills of speaking, gesturing and should be prepared to assess speakers' ability to express the interest of their listeners, to speak logically and to convey emotions through voice, facial expression and body language.

d. **Cooperating with others, though not to the detriment of one's own values.** This skill includes the sub-skills of: expressing feelings and ideas and agreeing on a mutually advantageous action. Persuasion, negotiation and planning are involved. It also requires that values be known clearly enough to avoid being compromised inadvertently. Students must watch for both cooperation and conflict.

When appraising the above skills, it is important not to "engage in excessive judging of their own (or others') behavior without progressing to the stage of exploring the reasons implicit in their judgement"² — and in the behavior itself. Students should try to explain why such action took place. Ask, "Why did Theresa agree to cooperate so readily? What was important to her?" "How did she feel about the process of discussion started? Afterward?"

² Taba, Hilda, *Teachers' Handbook for Elementary Social Studies* (Toronto: Addison-Wesley Company, 1967), page 80.

OR MONITORING SKILL DEVELOPMENT

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b. **Responding to feelings and ideas of others in a manner appropriate to the occasion.** This skill includes the sub-skills of deciding what response is appropriate and, through words and gestures, conveying the appropriate response. Some situations call for respondents to play leadership roles; some call for followership. At other times, a sympathetic listener is all that is required. Students must establish criteria for judging the appropriateness of social responses and use these criteria in evaluating group behaviour.

c. **Expressing one's own feelings and ideas to others.** This skill includes the sub-skills of speaking, gesturing and moving. Students should be prepared to assess speakers' ability to capture and maintain the interest of their listeners, to speak logically and clearly and to convey emotions through voice, facial expression and gesture.

d. **Cooperating with others, though not to the extent of compromising basic values.** This skill includes the sub-skills of sharing feelings and ideas and agreeing on a mutually advantageous course of action. Persuasion, negotiation and planning are important components. It also requires that values be known clearly enough that they will not be compromised inadvertently. Students must watch for examples of both cooperation and conflict.

When appraising the above skills, it is important that students do not "engage in excessive judging of their own (and others') actions without progressing to the stage of exploring the criteria and values implicit in their judgement"² — and in the behaviour they are judging. Students should try to explain why such action took place. They might ask, "Why did Theresa agree to cooperate so readily?" "What is important to her?" "How did she feel about the project before the discussion started? Afterward?"

² Taba, Hilda, *Teachers' Handbook for Elementary Social Studies* (Don Mills, Ontario: Addison-Wesley Company, 1967), page 80.



Analyzing behavioral specimens. Upper elementary students can apply the tools of social-psychology in analyzing human behavior. Techniques and related materials are provided by the S.R.A. *Social Science Laboratory Units* by Lippitt, Fox and Schaible.³

Analyzing stories and pictures. Practice in analyzing social interactions can be gained through the study of pictures, films and the like. Especially useful for this purpose are study prints like "Moods and Emotions"⁴ and "People in Action".⁵

2. Reflecting Upon Inquiry

At the conclusion or in the process of an inquiry unit, teacher and students should stop to review what they have done, and why and how they have done it.⁶

Reflective thinking may begin by asking, "What did we do? How did we do it?" These questions demand an analysis and evaluation of what was done. *They provide an opportunity to reconstruct the problem-solving process.*⁷

a. **Identifying and clarifying the problem.** Could the problem itself have been worded differently? Did we focus on the real issue?

b. **Formulating hypotheses.** Did our hypotheses lead us on a productive search? Should we operate on hunches?

c. **Collecting data.** Did we use all sources of information?⁸ Did we select data that contained a variety of biases? Should we have used questionnaires instead of interviews?

d. **Classifying data.** Did we classify data as representing facts, inferences and value judgements?

e. **Analyzing data and evaluating the desirability and feasibility of taking action on the problem.** Did we identify the sources of our data and the motives of persons who produced it? Were statements supported by evidence? Were they logically sound? Was the evidence strong enough that we should have taken action on the problem? What evidence should we have rejected?

f. **Proposing a course of action and examining the desirability and feasibility of taking action on the problem.** Did we use consensus or

compromise in deciding what to do about the problem? Did we compromise in deciding what actions (if any) to take? Did we do as planned? How might we be more successful next time?

Reflective thinking can continue by considering, "Why did we inquire in this way?" What did we learn from anything through the process? Has society gained anything? We might ask, "What do we value and assume when we make a decision?" Should we have been so rigorous in our inquiry? Do we feel the so-called 'scientific method' is a good approach to this approach in daily decision-making?

ACTIVITIES FOR ACHIEVING KNOWLEDGE

Knowledge is an essential tool in decision-making. When a problem arises, however, when teachers try to decide what knowledge will be most useful to students as they make decisions in the future. Persons who have grappled with this problem have reached two conclusions:

- Factual and specific knowledge has limited value.
- Broader categories of knowledge (such as generalizations) are less subject to obsolescence, more transferable, are more easily remembered, and more useful to the development of higher-order knowledge.

In keeping with these conclusions, the pages of this book are intended to assist teachers and students to develop higher levels of knowledge.

1. The Hierarchy of Knowledge

The hierarchy of knowledge is outlined in the following pages. Note that many facts can be subsumed by a few general concepts can be incorporated into a single generalization.

³ Available from Science Research Associates (Canada) Ltd., Don Mills, Ontario.
⁴ *Moods and Emotions* — 16 pictures 12½" x 17" with teacher's guidebook. David C. Cook Co. Alberta representative — Mrs. Roy Hanlon, Box 707, Westlock.

⁵ Shaftel, "People in Action" picture set. Grades K-4. (Toronto: Holt, Rinehart and Winston).

⁶ Goldmark, B., *Social Studies — A Method of Inquiry*. Wadsworth, 1968.

⁷ Simon, F., *op. cit.*

⁸ See Wilson, et al, *World Cultures*, Fiedler, 1969.

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Inquiry

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data and evaluating the desirability and feasibility of the problem. Did we identify the sources of our evidence of persons who produced it? Were statements precise? Were they logically sound? Was the evidence that we should have taken action on the problem? What have we rejected?

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Research Associates (Canada) Ltd., Don Mills, Ontario. Units — 16 pictures 12½" x 17" with teacher's guidebook. Alberta representative — Mrs. Roy Hanlon, Box 707,

"Action" picture set. Grades K-4. (Toronto: Holt, Rinehart

Studies — *A Method of Inquiry*. Wadsworth, 1968.

World Cultures, Fidler, 1969.

compromise in deciding what to do about the problem? Were we right in deciding what actions (if any) to take? Did we carry out our actions as planned? How might we be more successful next time?

Reflective thinking can continue by considering the question, "Why did we inquire in this way?" What did we prove? Have we gained anything through the process? Has society gained anything? Finally, we might ask, "What do we value and assume when we inquire in this way?" Should we have been so rigorous in our investigations? Do we feel the so-called 'scientific method' is a good approach? Do we use this approach in daily decision-making?

ACTIVITIES FOR ACHIEVING KNOWLEDGE OBJECTIVES

Knowledge is an essential tool in decision-making. A major problem arises, however, when teachers try to determine what knowledge will be most useful to students as they make decisions now and in the future. Persons who have grappled with this problem have reached two conclusions:

- Factual and specific knowledge has limited utility.
- Broader categories of knowledge (such as concepts and generalizations) are less subject to obsolescence, have greater transferability, are more easily remembered, and contribute more to the development of higher-order thinking processes.

In keeping with these conclusions, the pages that follow are intended to assist teachers and students to develop and utilize broader levels of knowledge.

1. The Hierarchy of Knowledge

The hierarchy of knowledge is outlined in the following diagram. Note that many facts can be subsumed by a single concept; many concepts can be incorporated into a single generalization.

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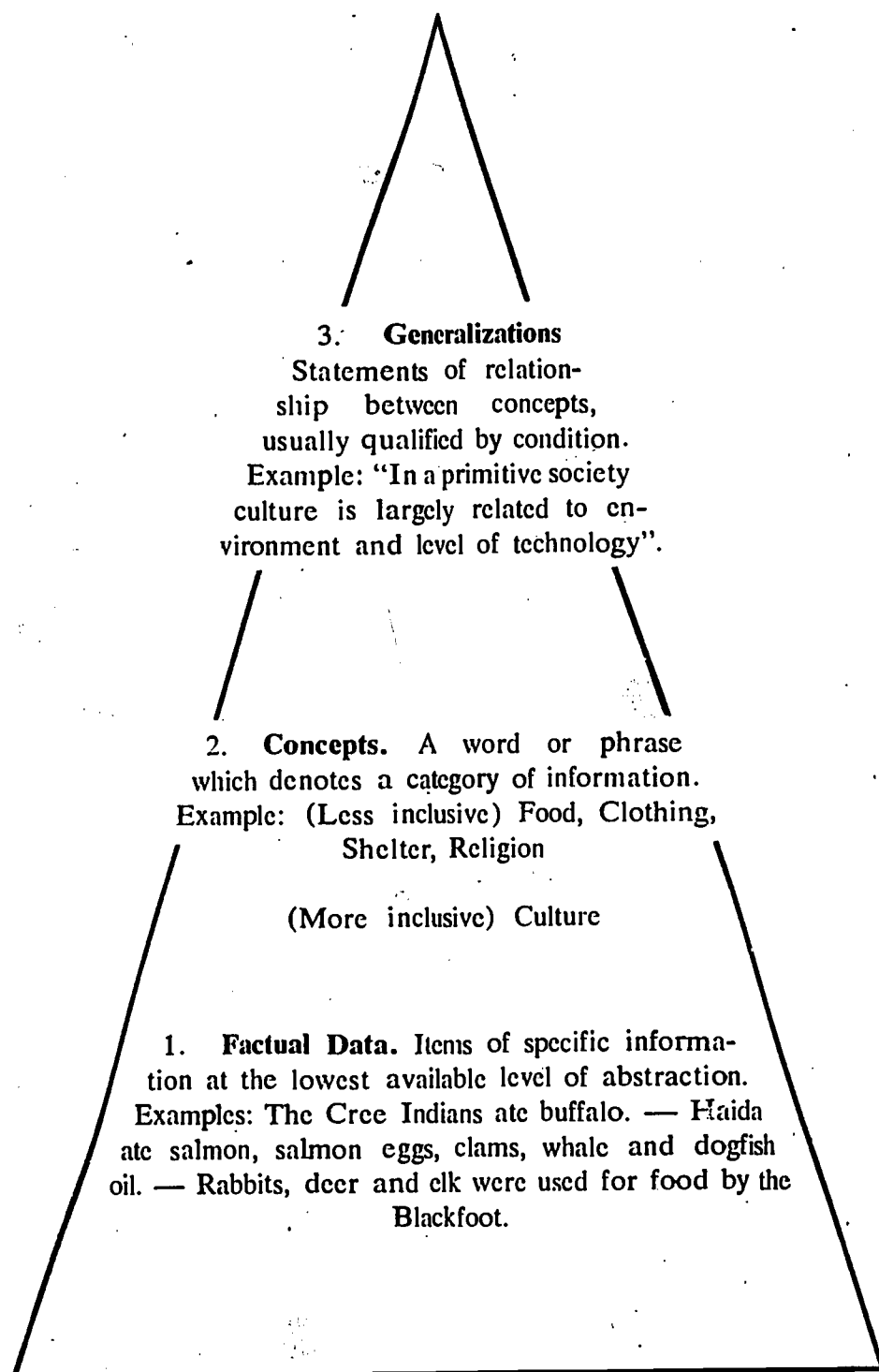
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Adapted from Wray, R. L. (Ed), *A Curriculum Development Model for Designing and Teaching the New Social Studies*. (Edmonton. The Alberta Teachers' Association, 1970.)

Formulating concepts. Concepts are obtained as a continual process of discrimination and organization. For example, at first a child might refer to every living thing as a bird. However, as he gains experience, he learns that butterflies and aircraft are not birds.

Concepts become increasingly abstract and inclusive as more elements are added and accommodated to the total concept. The concept *animal* subsumes the other concepts previously mentioned.

Examples

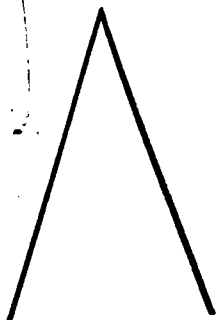
1. a horse
2. a horse and a cat
3. a horse, a cat and a chicken
4. a horse, a cat, a chicken and a jelly fish

The understanding of a concept is unique to each individual and is determined by the experiences and outlook of the individual. In order to communicate, people must have concepts in which they can place elements. The greater the number of common elements, the more precise the communication. For example, society might regard "freedom" as a combination of the dictionary definition and the absence of necessity, coercion, or constraint in choice of responsibility; the young child could perceive "freedom" as the right to go to a show if he so desires; whereas the adult might regard "freedom" as the licence to burn down the adjacent property. The effectiveness of communication between any two individuals would be determined by the number of common elements in their concept of "freedom".

Formulating generalizations. A generalization is a statement of a relationship between concepts usually qualified by condition.⁹ In order to assure that teachable generalizations are developed and formulated, the following criteria are recommended:

- i. Two or more concepts are presented in the statement.
- ii. A word or phrase denoting condition is usually used (typically, often, largely, usually).
- iii. The concepts are "definable", although they may be broad and inclusive.

⁹ Wray, *op. cit.*, p. 8.



3. Generalizations

Statements of relationship between concepts, usually qualified by condition.

Example: "In a primitive society culture is largely related to environment and level of technology".

Concepts. A word or phrase which denotes a category of information.

Example: (Less inclusive) Food, Clothing, Shelter, Religion

(More inclusive) Culture

Actual Data. Items of specific information at the lowest available level of abstraction.
Example: The Cree Indians ate buffalo. — Haida eat salmon eggs, clams, whale and dogfish. Rabbits, deer and elk were used for food by the Blackfoot.

Formulating concepts. Concepts are obtained and refined through a continual process of discrimination and organization of factual data. For example, at first a child might refer to every winged creature as a bird. However, as he gains experience, he learns that mosquitoes, butterflies and aircraft are not birds.

Concepts become increasingly abstract and inclusive as more events or elements are added and accommodated to the total. For example, the concept *animal* subsumes the other concepts presented below:

Examples

1. a horse
2. a horse and a cat
3. a horse, a cat and a chicken
4. a horse, a cat, a chicken and a jelly fish

Concepts

horse
mammals
vertebrates
animals

The understanding of a concept is unique to each person, being determined by the experiences and outlook of the individual. In order to communicate, people must have concepts in which there are common elements. The greater the number of common elements, the more precise the communication. For example, society in general might regard "freedom" as a combination of the dictionary definition "the absence of necessity, coercion, or constraint in choice or action" and of responsibility; the young child could perceive "freedom" as the right to go to a show if he so desires; whereas the campus rebel could regard "freedom" as the licence to burn down the administration building. The effectiveness of communication between any two of the above would be determined by the number of common elements in their concept of "freedom".

Formulating generalizations. A generalization has been defined as a statement of a relationship between concepts usually qualified by a condition.⁹ In order to assure that teachable generalizations are selected and formulated, the following criteria are recommended.

- i. Two or more concepts are presented in the form of a relationship.
- ii. A word or phrase denoting condition is usually included (e.g., typically, often, largely, usually).
- iii. The concepts are "definable", although they are abstract and inclusive.

⁹ Wray, *op. cit.*, p. 8.

- iv. The generalization is instructionally valid. (It represents fundamental knowledge of the content being studied.)

2. Teaching and Learning Activities

Teacher planning. Advance planning can bring greater efficiency to the teaching and learning of conceptual knowledge. In selecting content for the social studies program, teachers should be aware of the "big ideas" of which specific data are a part. If the teacher has the concept or generalization clearly in mind, he/she is in a better position to assist students as they strive to organize the abundance of factual knowledge to which they are exposed. Teacher planning should be aimed toward helping students to:

- Develop and refine concepts.
- Develop and refine generalizations.

Developing and refining concepts. The following step-by-step method of developing concepts¹⁰ has been especially effective with elementary children. It consists of four essential steps — enumerating, grouping, labelling and refining.

a. **Enumeration of facts or data.** This may be done by the teacher or by the students responding to a question or instruction given by the teacher. In Grade II the pupils may enumerate the names of items in response to a teacher's question: "What do you find in a supermarket?" Examples of items enumerated could be: pork, apples, peas, lettuce, butter, fish, corn on the cob, canned corn, fresh strawberries, cake mix, beef, radishes, oranges, sugar, potato chips, celery, and mutton.

Enumeration may take many forms: written lists, concrete objects, and/or pictorial materials.

b. **Categorizing (grouping) of facts or data.** This involves the identification of common elements as a basis for grouping. In most instances a variety of common elements will be identified. Therefore the same list of items might be grouped in different ways.

The teacher will have specific objectives in terms of the groups to be formed. These objectives will be attained through questioning and discussion of the various logical groupings suggested by pupils. For example, the following groups might be suggested:

pork	oranges
mutton	radishes
beef	lettuce
fish	apples
	fresh strawberries
	celery
	corn on the cob

Other groupings which might be suggested:

fish	pork	radishes
	mutton	lettuce
	beef	fresh strawb
	butter	celery
		corn on the
		canned peas
		canned corn
		potato chips
		sugar
		oranges
		apples

c. **Labelling of categories or groups.** This is done by assigning a label to each group, which represents the concept. (b) labels which could be used with the first group are:

Meat	Produce
------	---------

Labels appropriate to the second example source of the items include:

from water	from land	from
animals	animals	so

d. **Refining and expanding concepts.** This is done by refining the concept to insure that all items belong where grouped. To distinguish examples and non-examples. In a group where an item like eggs is a non-example so does not belong. On the other hand, the heading might be changed to "Farm products" so that eggs can be subsumed under the expanded concept.

It is probable that concepts developed at an early stage are more concrete than in more abstract concepts developed at subsequent stages.

¹⁰ Taba, Hilda, et al., *A Teacher's Handbook to Elementary Social Studies: An Inductive Approach*, (Second Edition), Don Mills, Ontario, Addison-Wesley, 1971.

ization is instructionally valid. (It represents fundamen-
tal knowledge of the content being studied.)

Learning Activities

eg. Advance planning can bring greater efficiency
in learning of conceptual knowledge. In selecting
a studies program, teachers should be aware of the
specific data are a part. If the teacher has the
information clearly in mind, he/she is in a better position
to they strive to organize the abundance of factual
information they are exposed. Teacher planning should be
for students to:
1. refine concepts.
2. refine generalizations.

3. refining concepts. The following step-by-step
refining concepts ¹⁰ has been especially effective with ele-
mentary students. It consists of four essential steps — enumerating,
grouping, and refining.

4. of facts or data. This may be done by the
students responding to a question or instruction given
in grade II the pupils may enumerate the names of
the items in a teacher's question: "What do you find in a
grocery store?" Examples of items enumerated could be: pork, apples,
fish, corn on the cob, canned corn, fresh straw-
berries, radishes, oranges, sugar, potato chips, celery,

They may take many forms: written lists, concrete objects,
pictures, etc.

5. (grouping) of facts or data. This involves the
identification of common elements as a basis for grouping. In most
cases, a few common elements will be identified. Therefore
the items might be grouped in different ways.

6. Each group should have specific objectives in terms of the groups to
be formed. Objectives will be attained through questioning and
discussion. Various logical groupings suggested by pupils. For
each group groups might be suggested:

pork	oranges	canned peas
mutton	radishes	canned corn
beef	lettuce	potato chips
fish	apples	cake mix
	fresh strawberries	
	celery	sugar
	corn on the cob	butter

Other groupings which might be suggested:

fish	pork	radishes	cake mix
	mutton	lettuce	
	beef	fresh strawberries	
	butter	celery	
		corn on the cob	
		canned peas	
		canned corn	
		potato chips	
		sugar	
		oranges	
		apples	

c. Labelling of categories or groups. This means giving a name
to each group, which represents the concept. For example, from part
(b) labels which could be used with the first groups are:

Meat	Produce	Groceries
------	---------	-----------

Labels appropriate to the second example which is based on the
source of the items include:

from water animals	from land animals	from the soil	from the factory
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d. Refining and expanding concepts. This step consists of re-group-
ing to insure that all items belong where grouped. It is necessary to
distinguish examples and non-examples. In a group headed "Vegetables",
an item like eggs is a non-example so does not belong. On the other
hand, the heading might be changed to "Farm Produce", in which case
eggs can be subsumed under the expanded concept.

It is probable that concepts developed at one level will be included
in more abstract concepts developed at subsequent levels. For example,



the concepts cited above for groups of items found in the supermarket could be subsumed under the concept food, which in turn could be subsumed under the concept fuel.

Developing and refining generalizations. Generalizations may be learned deductively or inductively.

a. **The deductive approach.** Deductive learning moves from the general to the specific. The teacher presents the generalization to the class. For example, the teacher might state "The temperature is usually higher as you get closer to the equator." The generalization is then explained. If the concepts and relationship involved are familiar this may be sufficient for students to understand the relationship.

If students are not familiar with the generalization it will be necessary to demonstrate the asserted relationship among concepts by illustrating with a number of examples. The examples may be presented in a film, in a lecture, during a field trip, etc. In the example given above, the concepts "temperature" and "equator" as well as the relationships "higher" and "closer" must be understood. The use of more specific and concrete examples of "higher" and "closer" would help develop understanding of the relationships.

Students should demonstrate an understanding of the relationship by creating their own positive cases. This step is extremely important in that it provides an opportunity to both apply and evaluate what has been learned.

b. **Inductive approaches.** Inductive learning moves from the specific to the general. One approach is to get students to generalize about all cases from knowledge of some cases and may begin with awareness of a number of cases. It ends with a conclusion that all cases are probably like the cases known. For example, students may discover that the annual mean temperature of Colombo is higher than that of Moscow; that Accra's is higher than Oslo's, and Singapore's is higher than Tokyo's. From these cases they may arrive at the generalization that "The temperature is usually higher as you get closer to the equator."

A problem-solving approach begins with the identification of a problem and collection of some information on the problem. The stu-

dents may then propose tentative generalizations which can be tested by further inquiry. For example, students from various population centres may become aware of differences in temperature with temperature variations. They collect some data and suggest generalizations such as:

"Most places that have higher temperatures are closer to the equator."

"The temperature is usually higher as you get closer to the equator."

Further investigation of specific cases (hypothesis testing) may reveal that the latter generalization is the more valid.

c. **Refining and expanding generalizations.** Generalizations usually contain a qualifying word. Therefore, students are prepared to make revisions as further information is obtained. For example, when they discover that places located closer to the equator have lower mean temperatures, they could include these places in the generalization. Further removed from the equator, they could include these places in the generalization. They could include these places in the generalization into a single more inclusive generalization.

"The temperature is usually higher in places closer to the equator."

Applying Concepts and Generalizations. Students can use concepts and generalizations can be consolidated by presenting situations in which they need to apply the concepts in a new situation.¹¹ This need can be created by asking "What would happen if . . ." In attempting to answer this question, students may put forward an hypothesis which would be based on the generalization. The hypothesis can then be explained and tested.

For example, students might be asked, "What would happen if Mt. Kenya disappeared?" Students might hypothesize that the temperature would rise on the land where the mountain used to be. This could be explained by the generalization that "The temperature is usually higher in places of lower altitude." Students could test this hypothesis by comparing temperatures on Mt. Kenya with the temperature on the surrounding plain.

¹¹ Taba, *op. cit.* Page 83.

for groups of items found in the supermarket under the concept food, which in turn could be concept fuel.

Refining generalizations. Generalizations may be inductively.

Approach. Deductive learning moves from the general to the specific. The teacher presents the generalization to the students. The teacher might state "The temperature is usually higher as you get closer to the equator." The generalization is then examined and the relationship involved are familiar this may help students to understand the relationship.

Students familiar with the generalization it will be necessary to assert the relationship among concepts by illustrating with examples. The examples may be presented in the form of a field trip, etc. In the example given above, "higher" and "equator" as well as the relationships must be understood. The use of more specific words of "higher" and "closer" would help develop the relationships.

To demonstrate an understanding of the relationship among concepts, positive cases. This step is extremely important in providing an opportunity to both apply and evaluate what has been learned.

Inductive learning. Inductive learning moves from the specific to the general. The approach is to get students to generalize about all cases from some cases and may begin with awareness of specific cases. For example, students may discover that the temperature of Colombo is higher than that of Moscow; that of Oslo's, and Singapore's is higher than Tokyo's. They may arrive at the generalization that "The temperature is usually higher as you get closer to the equator."

The inductive approach begins with the identification of a problem or some information on the problem. The students

may then propose tentative generalizations (hypotheses) which can be tested by further inquiry. For example, students reading about various population centres may become aware of a problem associated with temperature variations. They collect some data, then come up with suggested generalizations such as:

"Most places that have higher temperatures are closer to sea level."

"The temperature is usually higher as you get closer to the equator."

Further investigation of specific cases (hypotheses testing) would reveal that the latter generalization is the more valid.

c. Refining and expanding generalizations. Generalizations by definition usually contain a qualifying word. Therefore, students must be prepared to make revisions as further information is acquired. For example, when they discover that places located at higher altitudes but situated nearer the equator have lower mean temperatures than do places further removed from the equator, they could incorporate the previous generalizations into a single more inclusive generalization:

"The temperature is usually higher in places at lower altitudes and closer to the equator."

Applying Concepts and Generalizations. Students' understanding of concepts and generalizations can be consolidated (and tested) by devising situations in which they need to apply the concept or generalization in a new situation.¹¹ This need can be created by asking, "What would happen if . . ." In attempting to answer this question, students will usually put forward an hypothesis which would be based on a generalization. The hypothesis can then be explained and tested.

For example, students might be asked, "What would happen if Mt. Kenya disappeared?" Students might hypothesize that the temperature would rise on the land where the mountain used to be. The hypothesis could be explained by the generalization that "Temperature is usually higher in places of lower altitude." Students could test their hypotheses by comparing temperatures on Mt. Kenya with those on the surrounding plain.

¹¹ Taba, *op. cit.* Page 83.

SAMPLE

UNITS

The subject matter content of each sample unit that follows is appropriate to the grade level indicated but many of the techniques, methods and processes may be adopted for use at any level. Teachers are therefore urged to study all sample units.

The following units may occupy about six to eight weeks of class time. Teachers are free to abbreviate or extend this time.

CHILDREN LEARN WHAT THEY LIVE

by Dorothy E. Noller

If a child lives with criticism, he learns to condemn.
If a child lives with hostility, he learns to fight.
If a child lives with ridicule, he learns to be shy.
If a child lives with shame, he learns to feel guilty.
If a child lives with tolerance, he learns to be patient.
If a child lives with encouragement, he learns confidence.
If a child lives with praise, he learns to appreciate.
If a child lives with fairness, he learns justice.
If a child lives with security, he learns to have faith.
If a child lives with approval, he learns to like himself.
If a child lives with acceptance and friendship, he learns to find love in the world.

WHAT DO I NEED TO GROW UP?

ACKNOWLEDGEMENT

This sample unit has been prepared for the Department of Education by Mrs. Doris Hopkins of Lendrum School, Edmonton and by Mrs. Kay Chernowski, Early Childhood Education Staff Development, Edmonton Public School Board.

Many of the ideas contained in the unit were developed and tested through the co-operation of primary teachers throughout the Edmonton Public School System. To Mrs. Chernowski, Mrs. Hopkins and their many colleagues, the Department of Education expresses sincere appreciation.

Grade One Social Studies Sample Unit

WHAT DO I NEED TO GROW UP?

OVERVIEW

The unit which follows is an attempt by the writers to describe some of the activities which could be carried out by Grade One children under the general heading, "Homes and Families". We recommend that it be taken after the children have had an opportunity to develop an understanding of their own unique characteristics and capabilities. (The suggested kindergarten topic, "All About Me", would be an excellent preparation for the unit outlined below.) We have tried to suggest topics and activities which are consistent with currently accepted principles of child development, or early childhood education, and of social studies education. We readily acknowledge that **no unit should ever be written except for a particular group of actual children.**

Our aim is to enable each child to know and to appreciate his own family for the benefits it provides for him, however great or meagre those benefits may be (LOYALTY). This is a positive approach which consciously and conscientiously avoids comparisons with families and homes of others in the same class and, most important, with the stereotype of the "ideal" family. Unfortunate and hurtful feelings of disillusionment and resentment are too often the result of this latter approach.

The resource material for this unit is largely the child himself, his own family, his own house and the community in which he lives. Recognizing that very few children in their first year at school can read well enough to do research from books, most of the activities do not require any reading ability whatsoever. It is expected that most records will be in graphic form and that the teachers will always be willing to translate for the children what their limited skill with symbols prevents them from translating for themselves, thus clearing the way for them to interpret the data, to draw conclusions, and to form concepts and generalizations (all of which first-graders are quite capable of doing, with guidance from the teacher).

The focus of this unit is upon the development of successful face-to-face relationships in family living (SOCIAL SKILLS). Children are led to the understanding that all behavior is caused and learn some of the causes of behaviors within their family circle (CAUSALITY). This

vital aspect of the unit is impossible to develop playing and other related techniques. It is therefore decided that each teacher become proficient in the Shaftel in the list of references). This is not at all—most teachers master the technique quickly about its effectiveness with the children!

As in all educational undertakings, the child is all important to the learning that takes place which is instrumental in establishing that climate. It is of this unit that every child in Alberta school acceptance, the affection and the attention that the confident, competent, contributing individual become.

Teacher preparation: it is vital to the plan that teacher know each family of the children in the unit should be encouraged so that parents' objectives of this unit.

OBJECTIVES

A. Value Objectives

1. Children should develop a positive CONCEPT
2. Children should be aware of LOVE, LOYALTY, and RESPONSIBILITY as values that affect their lives
3. Children should clarify their feelings toward their own family and toward other people
4. Children should clarify how they feel about their family in its many forms,
e.g. Uniqueness of personal characteristics
Uniqueness of family members
Uniqueness of family units
5. Children should decide what RESPONSIBILITY is for the smooth operation of their family

Grade One Social Studies Sample Unit

WHAT DO I NEED TO GROW UP?

follows is an attempt by the writers to describe which could be carried out by Grade One children including, "Homes and Families". We recommend that children have had an opportunity to develop an own unique characteristics and capabilities. (The en topic, "All About Me", would be an excellent unit outlined below.) We have tried to suggest which are consistent with currently accepted principles, or early childhood education, and of social e readily acknowledge that **no unit should ever be particular group of actual children.**

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is unit is upon the development of successful face- in family living (SOCIAL SKILLS). Children are nding that all behavior is caused and learn some of ors within their family circle (CAUSALITY). This

vital aspect of the unit is impossible to develop successfully without role-playing and other related techniques. It is therefore strongly recommended that each teacher become proficient in these techniques (refer to Shaftel in the list of references). This is not at all a frightening prospect—most teachers master the technique quickly and become enthusiastic about its effectiveness with the children!

As in all educational undertakings, the climate of the classroom is all important to the learning that takes place within its walls. The teacher is instrumental in establishing that climate. It is the hope of the writers of this unit that every child in Alberta schools finds the **approval**, the **acceptance**, the **affection** and the **attention** that he needs to develop into the confident, competent, contributing individual he is destined to become.

Teacher preparation: it is **vital** to the planning of this unit that the teacher know each family of the children in her class. Parent involvement should be encouraged so that parents know and support the objectives of this unit.

OBJECTIVES

A. Value Objectives

1. Children should develop a positive and realistic **SELF CONCEPT**
2. Children should be aware of **LOVE, LOYALTY and RESPONSIBILITY** as values that affect their lives
3. Children should clarify their feelings toward other members of their own family and toward other pupils in their family settings
4. Children should clarify how they feel about **INDIVIDUALITY** in its many forms,
e.g. Uniqueness of personal characteristics
Uniqueness of family members
Uniqueness of family units
5. Children should decide what **RESPONSIBILITY** they will assume for the smooth operation of their family unit.

B. Skill Objectives

1. Social Skills

Children should develop skill in:

- Handling face-to-face relationships at home and in school
- Talking about feelings and reactions
- Role-playing

2. Inquiry Skills

Children should develop skill in:

- Collecting first-hand data from:
 - their own experiences
 - primary sources
 - field trips
 - AV resource materials
- Organizing data
- Recording data on charts
 - in booklets
 - on graphs
 - through pupil-made filmstrips, murals
 - models
 - through dramatization
- Interpreting data to draw conclusions
 - to make inferences
 - to suggest solutions to problems
 - to form valid generalizations and concepts

3. Physical Skills

Children should develop locomotor and perceptual motor skills through participation in such activities as:

- dramatic play
- construction activities
- painting and modeling
- folding, cutting and pasting

4. Language Skills

Children should extend their language skills by:

- increasing their vocabulary
- increasing their ability to express ideas

C. Knowledge Objectives

- Children should develop the concept of "family" as persons who live in one house, not necessarily in a particular physical form and of "home" as the place where a family lives.

- Children should develop the concept of "love" in possible terms, understanding that it is shown in different ways. Each child should see how love is shown in his own family by parent to parent, parent to child, child to parent, child to child.

- Children should develop the following generalizations about behavior:

You show love to another when you:

- wait your turn
- share with others
- avoid complaining
- help when you can
- show courtesy in speech and action
- show respect for persons and property
- say only nice things about what others have done
- are prepared to suggest ways to do it better

- Children should develop understandings such as:

- How a human being grows and develops
- What is required for the best human growth
- The young, the ill, and the aged are dependent on family members
- People, plants and animals are interdependent

- Children should develop concepts of home and family knowledge of:

- The composition of their own family
- The size, location, furnishings and equipment of home
- The activities in which their families engage: recreational, chores, celebrations, etc.

C. Knowledge Objectives

1. Children should develop the concept of "family" as the body of persons who live in one house, not necessarily blood relatives, and of "home" as the place where a family lives, whatever its physical form
2. Children should develop the concept of "love" in the broadest possible terms, understanding that it is shown through what you do and how you do it. Each child should see how love is shown in his own family by
parent to parent
parent to child
child to parent
child to child
3. Children should develop the following generalization about behavior:
You show love to another when you:
—wait your turn
—share with others
—avoid complaining
—help when you can
—show courtesy in speech and action
—show respect for persons and property
—say only nice things about what others have done unless you are prepared to suggest ways to do it better
4. Children should develop understandings such as:
 - a. How a human being grows and develops through time
 - b. What is required for the best human growth and development
 - c. The young, the ill, and the aged are dependent upon other family members
 - d. People, plants and animals are interdependent
5. Children should develop concepts of home and family by using knowledge of:
 - a. The composition of their own family
 - b. The size, location, furnishings and equipment of their own home
 - c. The activities in which their families engage: educational, recreational, chores, celebrations, etc.

Activities	Materials
<p>Opener</p> <ol style="list-style-type: none"> 1. Read Story of Hansel and Gretel 2. Discussion: Why did Hansel and Gretel need to find a home? Develop idea that all children need someone to care for them until they are old enough to look after themselves. 3. Prepare a chart on: " What Care Do I Need To Help Me Grow Up?" <div style="display: flex; justify-content: space-between;"> <div> Food Clothing Shelter Love and Security </div> <div> Health Care Education Recreation </div> </div> Through questioning and discussion bring out these seven categories (or their equivalents) 	<p>Hansel and Gretel, by Jacob and Wilhelm Grimm. (several editions are available)</p> <p>Chart paper, felt pens, etc.</p>
<p>Development</p> <ol style="list-style-type: none"> 1. My Family <ol style="list-style-type: none"> a. Members of my Family <ul style="list-style-type: none"> —a family portrait should be obtained. This may be a photograph taken at school or brought from home —a painting by child of his family —make paper dolls of each member of family, dress them as they do dress, describe them to class b. Families are different <ul style="list-style-type: none"> —each child prepares a collage of pictures, samples and objects of things that tell something about his family —through discussion of these collages the concept of a unique "family style" will emerge 2. How Is Love Shown In My Family? <p>Classroom activities which enable children to examine values related to this question include:</p> <ol style="list-style-type: none"> a. Day-today classroom activities. These should be used to make children aware of the quality of their relationships with others, especially in the home situation, e.g.: <p>Perhaps during self-directed play time in the house corner it is observed that at meal-time a certain child's behavior is discourteous and this affronts some other members of the play family. This is a perfect opportunity to make the "offender" aware of the feelings his behavior is arousing in the others. The teacher might ask such questions as:</p> 	<p>Art materials, fabric scraps, glue, scissors</p> <p>Large cardboards, old magazines, scissors, glue</p>

Objectives	Activities	Materials
	<p>"Do you like _____ to behave this way at the table?" "Do you care how the other children feel about your behavior?" "What might happen if . . . ?" Through discussion and role-playing all concerned can be helped to clarify their beliefs about the relationship of meal-time courtesy to showing love and respect for others.</p> <p>b. Role-playing—topics may be based on observed behavior during play or on prepared materials such as found in Shaftel (see list of references)</p> <p>c.g., Brother-sister conflicts Older-younger sibling conflicts Having friends over to play Helping with the chores Allowances Grievances about inequalities in the home, i.e., not treating each child the same Going to play at a friend's house without asking Mother first</p> <p>c. Literature. There are many excellent children's books that can be used very effectively to help make children aware of values as well as to help them acquire skill and knowledge in face-to-face relationships. A few suggestions of how this could be used are listed below:</p> <p>—A Baby Sister for Francis could be used to help children develop a feeling for a new baby by helping them to learn to cope with their own feelings of jealousy and resentment.</p> <p>—Ask Mr. Bear and Mr. Rabbit and the Lovely Present could be used to help children realize that love can be shown in many ways and that costly gifts are not necessary to show love.</p> <p>—If I Were a Mother could spark a lively discussion on what mothers do and why they do it.</p> <p>—If It Weren't for You and Big Sister and Little Sister could help a "big brother" learn to cope with a "little brother" who always seems to spoil all his fun.</p> <p>Note: Any of these stories could be used with puppets, as could many role-plays mentioned above. The self-conscious child can frequently express himself more freely through a puppet particularly when he has not acquired much skill in assuming a role bodily.</p>	<p>Anglund, Joan, A Friend Is Someone V Harcourt, 1958</p> <p>Fisher, Margery M., But Not Our Dad</p> <p>Flack, Margery, Ask Mr. Bear, Double</p> <p>Hoban, Russell, The Sorely Trying Day</p> <p>Hoban, Russell, A Baby Sister For B 1964</p> <p>Langstaff, N., A Tiny Baby For You, P</p> <p>Minarik, Else, Little Bear (and others)</p> <p>Mizumura, Kazue, If I Were A Mother</p> <p>Zolotow, Charlotte, Big Sister And Little 1966</p> <p>I Want To Be Little, Shurman, 19</p> <p>If It Weren't For You, Harper</p> <p>The Hating Book, Harper, 1970</p> <p>Mr. Rabbit And The Lovely P 1964</p>

Activities

"Do you like _____ to behave this way at the table?" "Do you care how the other children feel about your behavior?" "What might happen if . . . ?" Through discussion and role-playing all concerned can be helped to clarify their beliefs about the relationship of meal-time courtesy to showing love and respect for others.

Role-playing—topics may be based on observed behavior during play or on prepared materials such as found in Shafel (see list of references)

e.g., Brother-sister conflicts

Older-younger sibling conflicts

Having friends over to play

Helping with the chores

Allowances

Grievances about inequalities in the home, i.e., not treating each child the same

Going to play at a friend's house without asking Mother first

Literature. There are many excellent children's books that can be used very effectively to help make children aware of values as well as to help them acquire skill and knowledge in face-to-face relationships. A few suggestions of how this could be used are listed below:

—**A Baby Sister for Francis** could be used to help children develop a feeling for a new baby by helping them to learn to cope with their own feelings of jealousy and resentment.

—**Ask Mr. Bear and Mr. Rabbit and the Lovely Present** could be used to help children realize that love can be shown in many ways and that costly gifts are not necessary to show love.

—**If I Were a Mother** could spark a lively discussion on what mothers do and why they do it.

—**If It Weren't for You and Big Sister and Little Sister** could help a "big brother" learn to cope with a "little brother" who always seems to spoil all his fun.

Any of these stories could be used with puppets, as could many role-plays mentioned above. The self-conscious child can frequently express himself more freely through a puppet particularly when he has not acquired much skill in assuming a role bodily.

Materials

Anglund, Joan, **A Friend Is Someone Who Likes You**, Harcourt, 1958

Fisher, Margery M., **But Not Our Daddy**, Dial, 1965

Flack, Margery, **Ask Mr. Bear**, Doubleday, 1930

Hoban, Russell, **The Sorely Trying Day**, Harper, 1967

Hoban, Russell, **A Baby Sister For Francis**, Harper, 1964

Langstaff, N., **A Tiny Baby For You**, Harcourt, 1955

Minarik, Else, **Little Bear** (and others), Harper, 1957

Mizumura, Kazue, **If I Were A Mother**, Crowell, 1968

Zolotow, Charlotte, **Big Sister And Little Sister**, Harper, 1966

I Want To Be Little, Shurman, 1968

If It Weren't For You, Harper

The Hating Book, Harper, 1970

Mr. Rabbit And The Lovely Present, Harper, 1964

Objectives	Activities	Materials
	<p>d. Picture Study—pictures showing people in stressful home situations could be used in much the same way as stories to involve the children in value-clarification activities and discussion</p> <p>3. My Family Home</p> <p>a. Location—use activities such as the following to prepare a chart entitled "Houses We Live In"</p> <ul style="list-style-type: none"> —field trip to see where each other lives (if possible) —make observations of size, location, construction and landscaping of homes —record observations by making models of own house (exterior only) —learn address and telephone number (in urban communities the children might enjoy figuring for themselves the system used for numbering streets and houses) —build up a model of community on floor by marking streets with masking tape and positioning each house and yard model correctly —field trip to a house under construction (if possible) or use films and pictures to see what houses are built of —re-visit site several times to observe stages of construction <p>b. Function</p> <p>Discuss what purposes are served by each room in each child's home</p> <p>Extend vocabulary by developing generalized meanings for: kitchen, bathroom, living room, bedroom, laundry room, yard, etc. (avoid any suggestion that the quality of family life is dependent upon the size of the homes)</p> <p>c. Furnishings and Decorations of My House</p> <p>Dramatic play with doll house</p> <ul style="list-style-type: none"> —to learn furniture names —to discuss interior decoration of their own house by contrasting it with that of the doll house 	<p>Moods And Emotions (see footnote)</p> <p>Language Experience Pictures</p> <p>Shafstel Pictures</p> <p>Pictures from magazines, calendars</p> <p>Refer to: Moore and Owen: Teaching Social Studies, Toronto. Macmillan</p> <p>Shoe boxes, etc.</p> <p>Art materials</p> <p>Masking tape</p> <p>Refer to Chart prepared in Open House to Help Me Grow Up?"</p> <p>Wooden Doll House</p> <p>Toy Furniture</p> <p>Wallpaper } Scraps Drapery }</p>

Activities	Materials
<p>d. Picture Study—pictures showing people in stressful home situations could be used in much the same way as stories to involve the children in value-clarification activities and discussion</p>	<p>Moods And Emotions (see footnote on page 49) Language Experience Pictures Shafel Pictures Pictures from magazines, calendars, etc.</p>
<p>My Family Home</p>	<p>Refer to: Moore and Owen: Teaching The Subjects In The Social Studies, Toronto. Macmillan of Canada</p>
<p>a. Location—use activities such as the following to prepare a chart entitled "Houses We Live In"</p> <ul style="list-style-type: none"> —field trip to see where each other lives (if possible) —make observations of size, location, construction and landscaping of homes —record observations by making models of own house (exterior only) —learn address and telephone number (in urban communities the children might enjoy figuring for themselves the system used for numbering streets and houses) —build up a model of community on floor by marking streets with masking tape and positioning each house and yard model correctly —field trip to a house under construction (if possible) or use films and pictures to see what houses are built of —re-visit site several times to observe stages of construction 	<p>Shoe boxes, etc.</p> <p>Art materials</p> <p>Masking tape</p>
<p>b. Function</p> <p>Discuss what purposes are served by each room in each child's home</p> <p>Extend vocabulary by developing generalized meanings for: kitchen, bathroom, living room, bedroom, laundry room, yard, etc. (avoid any suggestion that the quality of family life is dependent upon the size of the homes)</p>	<p>Refer to Chart prepared in Opener, "What Do I Need to Help Me Grow Up?"</p>
<p>c. Furnishings and Decorations of My House</p> <p>Dramatic play with doll house</p> <ul style="list-style-type: none"> —to learn furniture names —to discuss interior decoration of their own house by contrasting it with that of the doll house 	<p>Wooden Doll House</p> <p>Toy Furniture</p> <p>Wallpaper } Scraps Drapery }</p>

Objectives	Activities	Materials
	<p>d. Work To Be Done at My House And Who Can Do It</p> <ul style="list-style-type: none"> —children make a picture, filmstrip, videotape or movie of work in the home and yard —when movie is being shown discuss with the children: <ul style="list-style-type: none"> what work is being done who can do it? Why? (bring out safety, strength and maturity as criteria for deciding who does what) <p>Note: For classes interested in continuing this unit, possible areas of further investigation might be:</p> <ul style="list-style-type: none"> —what we eat at our house <ul style="list-style-type: none"> food production and distribution Why—nutrition, learning cultural appreciations —what do we wear? Why? Where does it come from? —role of money in family —what we learn at home—how do we learn what we learn? —special days at our house —how we worship in our house —how we entertain our friends 	

Rather than a culmination, which usually marks the conclusion of a unit of study, we suggest that the foregoing unit act as an introduction to units on families of other times or other cultures. Thus the entire first year Social Studies program will be focused on the family.

Evaluation

To evaluate students' progress during this unit, it is essential that evaluation be a **continuous process** and with **observation of participation**. The objectives set out at the beginning of this unit must form the basis for any evaluation procedures used.

Suggested Procedures

A. Teacher Observation Checklist (to be completed at intervals throughout year)

Name of Pupil _____

Observation

1. Pupil shares ideas
2. Pupil cooperates in use of materials and equipment
3. Pupil shows consideration for others
4. Pupil displays responsibility within the classroom group
5. Pupil shows acceptance of individuality in its many forms
6. Pupil demonstrates ability to reach decisions on the basis of materials presented

Always			Often			Sometimes	
1	2	3	1	2	3	1	2

B. Pupil/Teacher/Parent Conference

Face-to-face communication among the teacher, the pupil, and (where possible) the parents, can be a worthwhile form of evaluation. Conferences can help teachers in assessing student attitudes and can be an effective means of involving parents in the social studies program. Teachers must select with care questions that are appropriate for each conference. The following statements are illustrative of questions that may be suitable:

1. What do you do to help at home? Do you think you should give more help? What?
2. Do you think you should let your mother know when you go to play at somebody else's house? Why?
3. What things do you do to show your family that you love them?
4. What things does your family do to show that they love you?

C. Measurement of Growth in Knowledge and Skills

Teacher-made tests should be designed to measure what has been taught during this unit.

References

- Moore and Owen, *Teaching The Subjects In The Social Studies*, Toronto. Macmillan of Canada, 1966.
 Shaftel F. R. & Shaftel G., *Role-Playing For Social Values*, Englewood Cliffs, N.J., Prentice-Hall, 1967
 Smith, James A., *Creative Teaching In The Social Studies*, Boston. Allyn & Bacon, 1967.

culmination, which usually marks the conclusion of a unit of study, we suggest that the foregoing unit act as an opener for subsequent other times or other cultures. Thus the entire first year Social Studies program will be focused on the family theme.

ts' progress during this unit, it is essential that evaluation be a **continuous process** and with **observation of participation** the chief fac- set out at the beginning of this unit must form the basis for any evaluation procedures used.

res

vation Checklist (to be completed at intervals throughout year)

Observation

s ideas

erates in use of materials and equipment

s consideration for others

ays responsibility within the classroom group

s acceptance of individuality in its many forms

onstrates ability to reach decisions on the basis of materials

Always			Often			Sometimes			Never		
1	2	3	1	2	3	1	2	3	1	2	3

Parent Conference

ace communication among the teacher, the pupil, and (where possible) the parents, can be a worthwhile form of evaluation. Such n help teachers in assessing student attitudes and can be an effective means of involving parents in the social studies programs. Teach- with care questions that are appropriate for each conference. The following statements are illustrative of questions that might be

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WOULD YOU LIKE TO BE AN ESKIMO?

ACKNOWLEDGEMENT

The Department of Education gratefully acknowledges the work of the following teachers who developed the Social Studies Unit on "The Eskimo".

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Grade Three Social Studies Sample Unit

WOULD YOU LIKE TO BE AN ESKIMO?

OVERVIEW

This unit should encourage students to consider the effects on the people involved where a minority culture meets another culture. It relates to the master curriculum by focusing attention on value issues involving EMPATHY, FREEDOM and EQUALITY; by seeking to develop problem solving and social skills; and by utilizing facts and generalizations to foster an understanding of the concepts of CULTURE, TECHNOLOGY and SPACE. It relates to the content theme of the Grade 3 master curriculum by emphasizing a comparative communities approach: the *traditional* Eskimo pattern of life is contrasted with the *contemporary* Eskimo community and these two in turn with white communities of southern Canada, preferably the child's own community.

OBJECTIVES

A. Value Objectives

1. Students should clarify their attitudes, feelings, and beliefs about the equality of human beings with respect to the Eskimo people and the white population of Canada. (Equality)
2. Students should clarify their attitudes, feelings and beliefs about the freedom of the Eskimo today as compared with the Eskimo of several years ago, and with the urban white resident. (Freedom)
3. Students should attempt to understand the perspective of the contemporary Eskimo in dealing with problems associated with a rapidly changing society. (Empathy)

B. Skill Objectives

1. Students should develop the ability to recall and recognize data from many sources.
2. Students should develop the ability to comprehend pertinent data by developing the skills of:
 - (a) translating data
 - (b) interpreting data
 - (c) extrapolating from data
3. Students should develop the social skill of interpreting the feelings and ideas of others.

C. Knowledge Objectives

1. Students should gain knowledge of facts concerning Eskimo people, both in the past and as well as how they live today.
2. Students should gain knowledge of dealing with social problems by using
3. Students should develop an understanding of:
 - (a) culture
 - (b) technology
 - (c) space

Grade Three Social Studies Sample Unit
WOULD YOU LIKE TO BE AN ESKIMO?

C. Knowledge Objectives

1. Students should gain knowledge of specific terminology and facts concerning Eskimo people, both as they lived in the past as well as how they live today.
2. Students should gain knowledge of the ways and means of dealing with social problems by using a problem-solving method.
3. Students should develop an understanding of the concepts:
 - (a) culture
 - (b) technology
 - (c) space

should encourage students to consider the effects on the world where a minority culture meets another culture. It master curriculum by focusing attention on value issues EMPATHY, FREEDOM and EQUALITY; by seeking to problem solving and social skills; and by utilizing facts and to foster an understanding of the concepts of CULTURE, TECHNOLOGY and SPACE. It relates to the content theme of the master curriculum by emphasizing a comparative communities traditional Eskimo pattern of life is contrasted with the Eskimo community and these two in turn with white southern Canada, preferably the child's own community.

Objectives

Students should clarify their attitudes, feelings, and beliefs about the equality of human beings with respect to the Eskimo community and the white population of Canada. (Equality)

Students should clarify their attitudes, feelings and beliefs about the freedom of the Eskimo today as compared with the Eskimo of several years ago, and with the urban white resident. (Freedom)

Students should attempt to understand the perspective of the Eskimo in dealing with problems associated with a rapidly changing society. (Empathy)

Objectives

Students should develop the ability to recall and recognize information from many sources.

Students should develop the ability to comprehend pertinent information by developing the skills of:

translating data

interpreting data

extrapolating from data

Students should develop the social skill of interpreting the feelings and ideas of others.

Learning Opportunities	Objectives	Related Materials and Activities
<p>1. Opener</p> <p>(a) Use an opaque projector, large pictures or filmstrips to present an overview of a present-day Eskimo settlement such as Frobisher Bay or Fort Chimo.</p> <p>(b) As the pictures are shown have students describe what physical objects they see and what is happening in each picture. Students should be required to "read" the pictures.</p> <p>(c) Ask the students if they saw anything in the pictures which surprised them.</p> <p>(d) Ask the students if they have any questions about the people or things shown in the pictures. List any questions on the board.</p> <p>(e) Questions listed could be considered problems for further study. Students could then formulate causal hypotheses (to explain something that has already happened) or hypotheses as to what will happen in the future. (See Problem Solving in Chapter IV.)</p>	<p>A, B, C</p>	<p>Then and Now in Frobisher Bay (see good source of pictures which could be utilized on projector. Frames 18-25, 29-30, 35 and The Modern Eskimo (see Bibliography) would be good.)</p> <p>Typical student questions might be as follows:</p> <ol style="list-style-type: none"> 1. Why do Eskimos use power toboggans and dog teams? 2. Do Eskimos get all of their food from the store? 3. Do any Eskimos live in igloos now? 4. Where do Eskimos get money to buy machines, wooden houses and power? 5. Do all Eskimo children go to school?
<p>Alternate Opener</p> <p>(a) Using a filmstrip or large classroom pictures give the class an overview of traditional Eskimo life as it was in the past. Have students "read" each picture.</p> <p>(b) Follow up with questions such as:</p> <ol style="list-style-type: none"> (i) How would the lives of the Eskimo children, fathers, and mothers change if oil was discovered or a large airport or radar base was built near their settlement, and many white people came to live in the area? (ii) How would you feel as an Eskimo if this happened? <p>(c) Suggest to the children that in many places in the North this very thing has happened, and as a result of the study of this unit they will find out about how Eskimo life has changed.</p>	<p>C 1, C 3</p> <p>A 3</p>	<p>The Encyclopedia Britannica Picture Library (see Bibliography) gives excellent illustrations of Eskimo life.</p> <p>This introductory activity is designed to focus, rather than to lead to hypothesizing. The students would probably not have enough information to formulate reasonable hypotheses.</p> <p>Students might prepare covers showing some aspect of traditional and modern day life. They would either be drawn or made up of pictures from magazines, pamphlets, etc.</p>
<p>Most children will know that the Eskimos live "north" of us, but the meaning of this may not be clear to them. Establish the idea of cardinal direction by laying a large outline map of Canada on the floor or on a large table in the classroom. The</p>	<p>B 2 (a)</p> <p>C 3</p>	<p>Students could follow this up by preparing small outline maps and orienting them correctly.</p>

Learning Opportunities	Objectives	Related Materials and Activities
<p>opaque projector, large pictures or film—present an overview of a present-day settlement such as Frobisher Bay or Fort.</p> <p>ures are shown have students describe objects they see and what is happening in the picture. Students should be required to describe the pictures.</p> <p>ents if they saw anything in the pictures that interested them.</p> <p>ents if they have any questions about the things shown in the pictures. List any questions on the board.</p> <p>ted could be considered problems for students. Students could then formulate causal hypotheses to explain something that has already happened or hypothesize as to what will happen in the future. (See Problem Solving in Chapter IV.)</p>	A, B, C	<p>Then and Now in Frobisher Bay (see Bibliography) is a good source of pictures which could be utilized with an opaque projector. Frames 18-25, 29-30, 35 and 37 of the filmstrip The Modern Eskimo (see Bibliography) would also be useful.</p> <p>Typical student questions might be as follows:</p> <ol style="list-style-type: none"> 1. Why do Eskimos use power toboggans now instead of dog teams? 2. Do Eskimos get all of their food from stores like we do? 3. Do any Eskimos live in igloos now? 4. Where do Eskimos get money to buy things like sewing machines, wooden houses and power toboggans? 5. Do all Eskimo children go to schools like ours?
<p>strip or large classroom pictures give the students an overview of traditional Eskimo life as it was. Have students "read" each picture.</p>	C 1, C 3	<p>The Encyclopedia Britannica Picture Series (see Bibliography) gives excellent illustrations of various aspects of Eskimo life.</p>
<p>with questions such as:</p> <p>ould the lives of the Eskimo children, and mothers change if oil was discovered? Would a large airport or radar base be built near their settlement, and many white people would live in the area?</p> <p>ould you feel as an Eskimo if this happened?</p>	A 3	<p>This introductory activity is designed to set a general focus, rather than to lead to hypothesizing at this point — as the students would probably not have enough background information to formulate reasonable hypotheses.</p>
<p>the children that in many places in the territory everything has happened, and as a result of this unit they will find out about how life has changed.</p>	B 2 (a) C 3	<p>Students might prepare covers showing a contrast between some aspect of traditional and modern day Eskimo life. These would either be drawn or made up of pictures clipped from magazines, pamphlets, etc.</p>
<p>know that the Eskimos live "north" of the equator. This may not be clear to them. Establish direction by laying a large outline map of the world on a large table in the classroom. The</p>	B 2 (a) C 3	<p>Students could follow this up by printing N, S, E, W on small outline maps and orienting them correctly on their desks.</p>

Learning Opportunities	Objectives	Related Materials and Activities
<p>map should have the directions North, South, East, and West appropriately indicated. The child's home town or city should be indicated as well as some of the larger centres in Alberta, such as Edmonton, Calgary, Red Deer, and Lethbridge. In addition some of the major Eskimo settlements such as Frobisher Bay, Ft. Chimo, Inuvik, etc. should be indicated. Let students orient the map so that north on the map matches the actual direction north. If cardinal direction is readily understood, the directions NE, NW, SE, SW should be introduced.</p> <p>Ask questions such as:</p> <ol style="list-style-type: none"> Where is our town/city — put a finger from your left hand on it. Where is Frobisher Bay (Inuvik, etc.). Put a finger from your right hand on it. What direction would you have to travel to go from our town/city to Frobisher Bay/Inuvik, etc. <p>Actual distance in terms of miles is beyond the comprehension of young children. However, relative distance can be made meaningful. On large outline maps (marked as previously mentioned) let children use string or ribbon to determine how far it is between two places they have travelled between frequently. The finding should be marked on a piece of paper, the place names put on and the dots indicating places joined by a straight line. Do a few examples within Alberta; then from the child's home town/city or nearest town to some of the Eskimo settlements.</p>		<p>Students could draw an eight point piece of paper and orient it to the actual</p> <p>The class could pursue this by indicating various Alberta centres to different Eskimo settlements.</p> <p>The recording paper which should look like this:</p> <pre> •————• Red Deer Edmonton •————• Red Deer Calgary •————• Red Deer </pre> <p>(Each line should be a single line.)</p>
<p>Put a picture showing a number of different kinds of tools traditionally used by the Eskimos on the overhead or opaque projector. Ask the students as a group to:</p> <ol style="list-style-type: none"> Name each item, and describe its use. Indicate things that belong together or could be grouped together. Give reasons why they would group the items in the way suggested. Give each of the groups of items a name. 	<p>B 2 (a) C 3</p> <p>B 1 B 2 (a) B 2 (b) B 2 (c) B 3 C 1 C 3 (b)</p>	<p>A few examples of tools that might be used:</p> <ul style="list-style-type: none"> bow drill woman's knife — ulu oil lamp — kudlik seal spear — oonock or oonook fish spear — kakivak bone needle snow knife fish hook (ivory)

Learning Opportunities	Objectives	Related Materials and Activities
<p>the directions North, South, East, and West. The child's home town or city should be as some of the larger centres in Alberta, Calgary, Red Deer, and Lethbridge. In addition, major Eskimo settlements such as Frobisher Bay, etc., should be indicated. Let students find that north on the map matches the actual cardinal direction is readily understood, the NE, SE, SW should be introduced.</p>		<p>Students could draw an eight point direction finder on a piece of paper and orient it to the actual directions.</p>
<p>such as:</p> <p>your town/city — put a finger from your on it.</p> <p>Frobisher Bay (Inuvik, etc.). Put a finger on right hand on it.</p> <p>direction would you have to travel to go from your town/city to Frobisher Bay/Inuvik, etc.</p>		<p>The class could pursue this by indicating direction from various Alberta centres to different Eskimo settlements.</p>
<p>distance in terms of miles is beyond the comprehension of children. However, relative distance can be determined on large outline maps (marked as previously) where children use string or ribbon to determine how far two places they have travelled between. Frequent stops should be marked on a piece of paper, and the dots indicating places joined by lines. Do a few examples within Alberta; then from your town/city or nearest town to some of the</p>	<p>B 2 (a) C 3</p>	<p>The recording paper which should be very long would look like this:</p> <pre> •————• Red Deer Edmonton •————• Red Deer Calgary •————• Red Deer _____ • Inuvik (Each line should be a single, unbroken line.) </pre>
<p>showing a number of different kinds of tools used by the Eskimos on the overhead or opaque projector as a group to:</p> <p>each item, and describe its use.</p> <p>things that belong together or could be grouped together.</p> <p>reasons why they would group the items in the way tested.</p> <p>name of the groups of items a name.</p>	<p>B 1 B 2 (a) B 2 (b) B 2 (c) B 3 C 1 C 3 (b)</p>	<p>A few examples of tools that might be used are:</p> <ul style="list-style-type: none"> bow drill woman's knife — ulu oil lamp — kudlik seal spear — oonook or oonok fish spear — kakivak bone needle snow knife fish hook (ivory)

Learning Opportunities	Objectives	Related Materials and
<p>Like other languages which encounter the language of a dominating culture, the Eskimo language, in the opinion of some authorities is in danger of dying as an active language. Using this as a problem, have the students hypothesize as to</p> <p>(a) why languages die</p> <p>(b) ways in which a dying language might be saved.</p>	<p>A 3 B 1 C 2 C 3</p>	<p>In addition to the usual sources of interviews with people who have been encouraging the use of the French language probably be valuable.</p>
<p>Give the students a list of Eskimo words and ask them to look up the English equivalents. A master list for the whole class might then be made and added to as new words are encountered. In some instances a diagram might be useful in clarifying meaning.</p>	<p>B 1 B 2 C 1 C 3</p>	<p>The glossary of books such as the <i>and Now in Frohisher Bay</i> would be a tion. This would also be an opportunity of what a glossary is and a way of practice.</p>
<p>Read the accompanying role play setting to the class, then select actors for the various parts.</p>	<p>A 3 B 3</p>	<p>Role Playing</p> <p>An Eskimo family has recently moved to a city from a settlement in the North. The father registered his son in your school at the principal's office. Mr. Smith, has taken the room in which he will be placed. The father is at the door of the room waiting for the children to come down the hall. The children in the room are out their books in preparation for an event that might happen next.</p> <p>Following the role playing several questions might be used in a group discussion are:</p> <p>(a) How did the actors feel as they acted?</p> <p>(b) Do you think things would be different in life?</p> <p>(c) Is there anything we can learn from this scene?</p> <p>Some additional suggestions to add to the situations such as this are:</p> <p>(a) Add characters while the play is in progress.</p> <p>(b) Have actors switch roles in the play.</p> <p>(c) Permit other groups to act out the scene with provision that they put a different twist on the performance.</p> <p>(d) If the equipment is available, use a tape so that the whole group can hear the active participants.</p>

Learning Opportunities	Objectives	Related Materials and Activities
<p>languages which encounter the language of a the Eskimo language, in the opinion of in danger of dying as an active language. problem, have the students hypothesize as to ages die</p> <p>which a dying language might be saved.</p>	<p>A 3 B 1 C 2 C 3</p>	<p>In addition to the usual sources of information, personal interviews with people who have been active in preserving and encouraging the use of the French language in Canada would probably be valuable.</p>
<p>ents a list of Eskimo words and ask them lish equivalents. A master list for the whole made and added to as new words are en- instances a diagram might be useful in</p>	<p>B 1 B 2 C 1 C 3</p>	<p>The glossary of books such as the recent publication <i>Then and Now in Frohisher Bay</i> would be a good source of information. This would also be an opportunity to develop a knowledge of what a glossary is and a way of practicing an important skill.</p>
<p>ompanying role play setting to the class, or the various parts.</p>	<p>A 3 B 3</p>	<p>Role Playing</p> <p>An Eskimo family has recently arrived in your town or city from a settlement in the North. The father has just registered his son in your school at the principal's office, and the principal, Mr. Smith, has taken the Eskimo boy, Nuki to the room in which he will be placed. The teacher, Miss Jones, is at the door of the room waiting for Mr. Smith and Nuki to come down the hall. The children in the classroom are taking out their books in preparation for an arithmetic class. Act out what might happen next.</p> <p>Following the role playing several questions which might be used in a group discussion are:</p> <ul style="list-style-type: none"> (a) How did the actors feel as they played their roles? (b) Do you think things would happen this way in real life? (c) Is there anything we can learn from what we have seen? <p>Some additional suggestions to add variety to role playing situations such as this are:</p> <ul style="list-style-type: none"> (a) Add characters while the play is in progress (b) Have actors switch roles in the middle of the play (c) Permit other groups to act out the situation with the provision that they put a different slant on the performance (d) If the equipment is available, put the play on videotape so that the whole group can observe it including the active participants.

Learning Opportunities	Objectives	Related Materials and Activities
<p>Initiate a discussion of authority in family relationships with a picture of an adult (parent, teacher, etc.) obviously directing a child to do something. Ask the children to explain what is happening in the picture. Follow up with questions such as:</p> <ul style="list-style-type: none"> (a) Do other people tell you to do things? (b) Are you more likely to do them if you are directed by some person or people rather than others? (c) Do you think other boys and girls feel the same way? (d) Do you think Eskimo children feel this way? 	<p>A 2 A 3 B 1 B 2 (a) B 3 C 3 (a)</p>	<p>Ask each child to list on a piece of paper the people who direct his activities from those most to least influential. A typical list might be:</p> <ul style="list-style-type: none"> Father Mother Older brother Teacher Principal Friend Cub Leader
<p>Rank Order Game</p> <p>Using the background the students have of people in communities they have previously studied, ask them to rank order the communities of which they would like to be a member (as a child of their own age). This should be confined to three or four possibilities, and should be done as a written exercise. After choices have been made, establish through discussion and blackboard recording what the class considers to be the pros and cons of each choice.</p>	<p>A 1 A 2 A 3 B 1 B 2 (b) B 3</p>	<p>Ask the children to make similar lists for other children. This could be done with two lists: one to show how an Eskimo child raised in a traditional community might make such a list; a second to show how a child living in a place such as Frobisher Bay might make a list. Allow students to look in books for information.</p> <ul style="list-style-type: none"> An example of the communities which they might choose: <ul style="list-style-type: none"> (a) a Mennonite or Hutterite colony (b) a modern-day Eskimo settlement in Frobisher Bay (c) a village in Viet Nam
<p>Read the anecdote and then have two or three students retell the incident to insure that the students understand what happened.</p>	<p>A 2 A 3 B 2 (a) B 3</p>	<p>As a follow-up, have the students rank order the communities again after the discussion.</p> <p>Anecdote</p> <p>Bill Jones had recently moved with his family to a new Eskimo settlement centered around buildings which had been built by the Federal Government. His father was an administrator who worked for the Government. Although the Eskimos rarely spoke to Bill, he always appeared to be very friendly. Bill's father took some of them to his home for a cup of tea. The Eskimos appeared to enjoy listening to the stories and were often playing when they visited the house.</p> <p>One afternoon, Mr. and Mrs. Jones were out to get some supplies from the Hudson's Bay Company store. Mr. Jones was at home alone. Suddenly, the front door opened and came a group of Eskimos. The group included</p>

Learning Opportunities	Objectives	Related Materials and Activities
<p>of authority in family relationships adult (parent, teacher, etc.) obviously something. Ask the children to explain the picture. Follow up with questions</p> <p>ple tell you to do things?</p> <p>likely to do them if you are directed son or people rather than others?</p> <p>other boys and girls feel the same way?</p> <p>Eskimo children feel this way?</p>	<p>A 2</p> <p>A 3</p> <p>B 1</p> <p>B 2 (a)</p> <p>B 3</p> <p>C 3 (a)</p>	<p>Ask each child to list on a piece of paper those people who direct his activities from those most influential to those least influential. A typical list might be:</p> <p style="padding-left: 40px;">Father Mother Older brother Teacher Principal Friend Cub Leader</p>
<p>and the students have of people in com- munities studied, ask them to rank order which they would like to be a member (as a member). This should be confined to three or four. This should be done as a written exercise. When made, establish through discussion what the class considers to be the choice.</p>	<p>A 1</p> <p>A 2</p> <p>A 3</p> <p>B 1</p> <p>B 2 (b)</p> <p>B 3</p>	<p>Ask the children to make similar listings for Eskimo children. This could be done with two lists: one indicating how an Eskimo child raised in a traditional manner might make such a list; a second to show how a modern-day Eskimo child living in a place such as Frobisher Bay might make such a list. Allow students to look in books, magazines, etc., for information.</p> <p>An example of the communities which might be included</p> <p>(a) a Mennonite or Hutterite colony</p> <p>(b) a modern-day Eskimo settlement such as Frobisher Bay</p> <p>(c) a village in Viet Nam</p> <p>As a follow-up, have the students rank-order their choices again after the discussion.</p>
<p>and then have two or three students ensure that the students understand what</p>	<p>A 2</p> <p>A 3</p> <p>B 2 (a)</p> <p>B 3</p>	<p>Anecdote</p> <p>Bill Jones had recently moved with his mother and father to a new Eskimo settlement centered around a group of build- ings which had been built by the Federal Government. His father was an administrator who worked for the government. Although the Eskimos rarely spoke to Bill and his family, they always appeared to be very friendly. Bill's father often brought some of them to his home for a cup of tea. Without exception, the Eskimos appeared to enjoy listening to the records that were often playing when they visited the Jones' home.</p> <p>One afternoon, Mr. and Mrs. Jones had gone out to get some supplies from the Hudson's Bay Company store and Bill was at home alone. Suddenly, the front door opened, and in came a group of Eskimos. The group included a man, a woman,</p>

Learning Opportunities	Objectives	Related Materials and Activities
<p>and three children. Bill recognized the people who had previously visited the J. He smiled warmly at Bill, removed their hats down. The man carefully put a record down. All of the Eskimos smiled broadly with him. He began to play.</p> <p>Bill did not know what to do.</p>	<p>B 2 (b) B 2 (c)</p>	<p>1. The students should try to explain the Eskimos by considering questions such as:</p> <ul style="list-style-type: none"> (a) Why did they enter the house on the door? (b) Why did they sit down and being invited to do so? <p>2. The students should suggest what Bill should follow. They should list which would result from various alternatives.</p> <p>3. This incident occurred in a new settlement where the Eskimos had previously lived with white people. Do you think this is likely to happen in a settlement such as Chimo where the Eskimos have had contact with the white people and their way of life?</p>
<p>Value Sheet</p>	<p>A 1 A 2 A 3</p>	<p>People have different ideas about how Eskimo children should get. Some of the ideas are:</p> <ul style="list-style-type: none"> (a) Eskimo children should not be taught to hunt and fish, build shelters, and do other things. Instead the father should teach the boys and the mothers should teach the girls. The type of education would be the same as in the past have been given. (b) Eskimo children should go to school such as Frobisher Bay and be taught as children in schools in the north. This would include such things as reading, writing, arithmetic, science, and so on.

Learning Opportunities

Objectives

Related Materials and Activities

and three children. Bill recognized the man as one of the people who had previously visited the Jones' home. They all smiled warmly at Bill, removed their heavy parkas and sat down. The man carefully put a record on the record player. All of the Eskimos smiled broadly with delight as the record began to play.

Bill did not know what to do.

B 2 (b)
B 2 (c)

1. The students should try to explain the behaviour of the Eskimos by considering questions such as:
 - (a) Why did they enter the house without first knocking on the door?
 - (b) Why did they sit down and play a record before being invited to do so?
2. The students should suggest what course of action, if any, Bill should follow. They should predict the outcomes which would result from various alternatives.
3. This incident occurred in a new settlement in an area where the Eskimos had previously had little contact with white people. Do you think this incident would be as likely to happen in a settlement such as Inuvik or Ft. Chimo where the Eskimos have had much more contact with the white people and their ways of living?

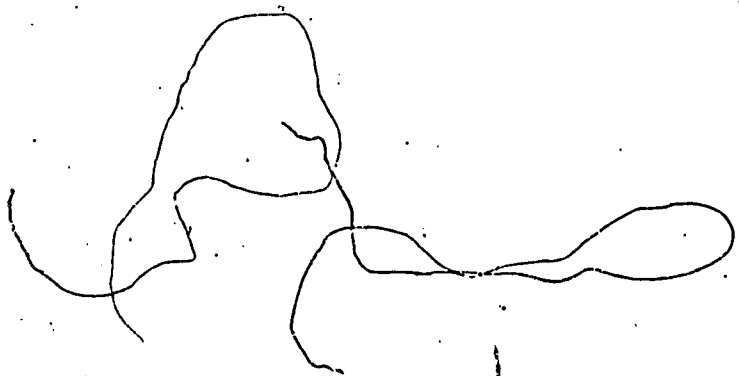
Value Sheet

People have different ideas about the kind of education Eskimo children should get. Some of these ideas are:

A 1
A 2
A 3

- (a) Eskimo children should not have to go to schools. Instead the father should teach the boys how to hunt and fish, build shelters, and drive a dog team. The mothers should teach the girls how to make clothing from hides, prepare food, and care for babies. This type of education would be the same as the Eskimos in the past have been given.
- (b) Eskimo children should go to schools in settlements such as Frobisher Bay and be taught the same things as children in schools in the rest of Canada. This would include such things as reading (English), spelling, arithmetic, science, and social studies.

Learning Opportunities	Objectives	Related Materials and Activities
<p>Evaluation</p> <p>1. Evaluation of Value Objectives</p> <p>(a) Ask students to rank order their preferences in terms of the people they would like to be. This could be done as part of the introduction to the unit and again upon completion of the unit.</p> <p>(b) Have the children mark an X on a values continuum to indicate their attitudes. This activity should also be carried out before and after the unit is studied.</p> <p>For other evaluative techniques see Chapter IV on Value Clarification Techniques. Many of these can be utilized for evaluative purposes.</p> <p>2. Evaluation of Skill and Knowledge Objectives</p> <p>This can be a more traditional type of evaluation. Reference should be made to Bloom's Taxonomy in order to formulate questions that go beyond a recall and recognition level.</p>		<p>(c) Eskimo children should be sent to the southern part of Canada in place of the children in school learn. If they were there as well, the children could learn with a white family in a private home.</p> <p>Write answers to the following questions:</p> <ol style="list-style-type: none"> 1. Do you agree with a, b, or c? Is there a choice which you think would be better? 2. How do you think an Eskimo parent would answer question 1? 3. How do you think an Eskimo parent would answer question 1? <p>Three choices might be:</p> <ol style="list-style-type: none"> (a) an Eskimo child living in my home (b) an Eskimo child living fifty years ago (c) an Eskimo child living in a modern home in the North, such as Frobisher Bay <p>Would you like to be a modern-day Eskimo at your own age?</p> <p>Yes _____ Maybe _____</p>



Learning Opportunities	Objectives	Related Materials and Activities			
<p>Value Objectives</p> <p>As to rank order their preferences in terms of the people they would like to be. This could be part of the introduction to the unit and completion of the unit.</p> <p>Children mark an X on a values continuum of their attitudes. This activity should also be done out before and after the unit is studied.</p> <p>For alternative techniques see Chapter IV on Value Objectives. Many of these can be utilized for</p> <p>Skill and Knowledge Objectives.</p> <p>For a more traditional type of evaluation. Refer to Bloom's Taxonomy in order to go beyond a recall and recognition level.</p>		<p>(c) Eskimo children should be sent to schools in the southern part of Canada in places such as Edmonton and Calgary to learn the same things all of the other children in school learn. If their parents do not go there as well, the children could live in a dormitory or with a white family in a private home.</p> <p>Write answers to the following questions:</p> <ol style="list-style-type: none">1. Do you agree with a, b, or c? Is there some other way which you think would be better?2. How do you think an Eskimo <i>child</i> would answer question 1?3. How do you think an Eskimo <i>parent</i> would answer question 1? <p>Three choices might be:</p> <ol style="list-style-type: none">(a) an Eskimo child living in my home town or city.(b) an Eskimo child living fifty years ago.(c) an Eskimo child living in a modern-day settlement in the North, such as Frobisher Bay. <p>Would you like to be a modern-day Eskimo child of your own age?</p> <table><tr><td>Yes</td><td>Maybe</td><td>No</td></tr></table>	Yes	Maybe	No
Yes	Maybe	No			

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1. Introduction; 2. Caribou Eskimo; 3. Eskimo Prints; 4. Arctic Islands; 5. Eskimo Prints; 6. Eskimo Art

Study Prints

Eskimo Family — Encyclopedia Britannica

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SHOULD TRANSPORTATION ROUTES DISPLACE PEOPLE?

ACKNOWLEDGEMENTS

The Department of Education gratefully acknowledges the work of the following teachers who developed this sample unit.

Georges Robert, Supervisor of Social Studies, Edmonton Separate School Board (Chairman)

Mrs. Donna Gunning, Edmonton Public School Board

Ron Jobe, Library Consultant, Edmonton Public School Board

Mervyn Pedde, Edmonton Public School Board

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INTRODUCTION TO GRADE V SOCIAL STUDIES

This sample unit differs from the other sample units in this Handbook in that it is preceded by a general introduction to Grade Five Social Studies.

The overall purpose of the Grade Five Social Studies Program is to enable young people to consider the question of their responsibilities as Canadian members of the international community. More specifically, students will consider questions concerning the using, sharing, and conserving of human and physical resources.

The values component of the question of Canadian identity could include one or more of the value concepts—loyalty, freedom, dignity of man, justice, empathy, equality. Loyalty and empathy might receive particular attention.

The skills component should include particular attention to identifying facts, opinions, inferences and value judgements as they appear in a wide variety of statistical, descriptive and pictorial data.


The knowledge component should give rise to an understanding of selected concepts relating to environment, causality and independence. Particular attention might be devoted to developing the concepts of system, goals and stability.


The outline which follows includes both an introduction to Canada and a sample study which illustrates the using, sharing and conserving of resources by the people of Vancouver. Teachers will need to design additional units which consider people and resources in other parts of Canada. After completing the Vancouver unit as a class, students should be able to proceed through the remaining units at different rates and in different order, working individually or in small groups.

Model Showing Possible Organization for Grade Five Social Studies

How Can Canada's Resources Be Used
To Foster Greater Interaction Among People?

INTRODUCTION			
Unit I	Unit II	Unit III	Unit . . .

 = Included in this outline. Whole class activities

 = To be developed by teachers and students. Small group or individual activities.

SOME GENERAL OBJECTIVES FOR GRADE FIVE SOCIAL STUDIES

A. Value Objectives

Students should clarify personal and social values by asking questions such as:

1. Should we accept and respect differences among ethnic groups? — or —
Should we actively perpetuate our own cultural values?
2. Does being loyal to Canadians exclude being loyal to others?
3. Should Canadians use, share and/or conserve human resources? — or —
Should increased productivity be a continuing goal of our society?

B. Skill Objectives

1. Students should develop the ability to discriminate between descriptions, inferences, and value judgements.
2. Students should develop the ability to formulate hypotheses which are aimed at forecasting future events.
3. Students should develop the ability to use specific concepts and generalizations.

C. Knowledge Objectives

1. Students should understand the workings of a system and the effects of extracting and utilizing resources from the system.
2. Students should understand that people use resources in ways that are consistent with the goals they hold. Their decisions should be based on a consideration of alternative sequences of each alternative.
3. Students should understand that changes in resource usage threaten the stability of many Canadian communities.

GRADE V SOCIAL STUDIES

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by a general introduction to Grade Five Social-

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Organization for Grade Five Social Studies

Canada's Resources Be Used
reater Interaction Among People?

INTRODUCTION		
II	Unit III	Unit

outline. Whole class activities

d by teachers and students. Small group or
ies.

SOME GENERAL OBJECTIVES FOR GRADE FIVE SOCIAL STUDIES

A. Value Objectives

Students should clarify personal and social values by consider-
ing questions such as:

1. Should we accept and respect differences among Canada's ethnic groups? — or —
Should we actively perpetuate our own cultural heritage?
2. Does being loyal to Canadians exclude being empathetic to others?
3. Should Canadians use, share and/or conserve physical and human resources? — or —
Should increased productivity be a continuing goal of our society?

B. Skill Objectives

1. Students should develop the ability to discriminate among descriptions, inferences, and value judgements.
2. Students should develop the ability to formulate and test causal hypotheses which are aimed at forecasting future outcomes.
3. Students should develop the ability to use specific data in formulating concepts and generalizations.

Knowledge Objectives

1. Students should understand the workings of the ecological system and the effects of extracting and utilizing resources from the system.
2. Students should understand that people use resources in ways that are consistent with the goals they hold. The choice of goals should be based on a consideration of alternatives and the consequences of each alternative.
3. Students should understand that changes in the patterns of resource usage threaten the stability of many Canadian lives.

INTRODUCTION TO CANADA

The introduction to Canada should take no more than two or three class periods. It is not intended that pupils should gain a lot of background before beginning their study of Canada.

This introduction is intended to generate a number of hypotheses which will be tested during the sample studies which follow.

The following approach may be found useful in generating hypotheses relating to the values, skills and knowledge objectives set out above.

1. Introduce a population distribution map or transparency of Canada and a map showing ethnic origins of Canada's people. Be prepared to introduce more data, if necessary to motivate hypotheses.
2. Through discussion, assist students in learning how to interpret population maps.
3. Encourage children to formulate and record hypotheses which seek to explain why Canadians live where they do. Each hypothesis should indicate how people's values influence their choice of habitat. Guide the discussion so that the hypotheses touch upon:
 - a. Environment, emphasizing one of *space, time, culture, system*, e.g., a large number of Canadians live in Vancouver because they enjoy a mild coastal climate. (This hypothesis relates the

concept of environment to the value place. In this instance the concept *space* is

- b. Causality, emphasizing one of *goals, needs*, e.g., the development on the prairies of wheat which support many people. (This hypothesis emphasizes the causal relationship between resources and the value place. Priority is placed upon causality and the value place.)
- c. Interdependence, emphasizing one of *cooperation, stability, change*, e.g., many people prefer to live in cities where they can share their customs, language, etc. (This hypothesis emphasizes interdependence.)
4. Prepare individual and class records of the hypotheses. Students must be encouraged to accept, reject, or modify hypotheses as they proceed through the sample studies.
5. Have each hypothesis tested (i.e., validated) by individual students, small groups, or the whole class. It is advisable for the total class to work together on the first hypothesis so that students learn the procedures. Then small groups can then proceed on their own.
6. An example of how one hypothesis might be tested is the following sample study on Vancouver.

Unit 1

SHOULD TRANSPORTATION ROUTES DISPLACE PEOPLE?

OVERVIEW OF SAMPLE UNIT ON VANCOUVER

Having had an opportunity to think about population distribution throughout Canada, students are now ready to focus in depth on one problem common to most urban areas: the problem of moving people and goods to, from and within areas of great population density. This problem will be studied as it relates to Canada's west coast metropolis, Vancouver. The values considered during this study will be freedom

and the dignity of man. Students will require a variety of resources in the testing of hypotheses. Concepts of space, goals, and stability will be objectives of the study.

Use will be made of role-playing and simulation. It is recommended that copies of a Vancouver daily newspaper be made available to students while studying this unit.

INTRODUCTION TO CANADA

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emphasizing one of *space, time, culture, system,* number of Canadians live in Vancouver because mild coastal climate. (This hypothesis relates the

concept of environment to the value placed upon physical comfort. In this instance the concept *space* receives emphasis.)

- b. Causality, emphasizing one of *goals, norms, technology, power,* e.g., the development on the prairies of the natural resources which support many people. (This hypothesis demonstrates a causal relationship between resources and population. High priority is placed upon causality and the concept of technology.)
- c. Interdependence, emphasizing one of *cooperation, conflict, stability, change.* e.g., many people prefer to live near others who share their customs, language, etc. (This hypothesis demonstrates interdependence.)
4. Prepare individual and class records of the hypotheses formulated. Students must be encouraged to accept, reject and/or modify their hypotheses as they proceed through the sample studies which follow.
5. Have each hypothesis tested (i.e., validated, modified, or rejected) by individual students, small groups, or the total class. It may be advisable for the total class to work together in testing one hypothesis so that students learn the procedures to follow. Individuals or small groups can then proceed on their own to test other hypotheses.
6. An example of how one hypothesis might be tested is illustrated in the following sample study on Vancouver.

Unit 1

SHOULD TRANSPORTATION ROUTES DISPLACE PEOPLE?

SAMPLE UNIT ON VANCOUVER

opportunity to think about population distribution students are now ready to focus in depth on one most urban areas: the problem of moving people and within areas of great population density. This ed as it relates to Canada's west coast metropolis, es considered during this study will be freedom

and the dignity of man. Students will require skill in using a variety of resources in the testing of hypotheses. Conceptual understanding of space, goals, and stability will be objectives of this unit.

Use will be made of role-playing and simulation games. It is recommended that copies of a Vancouver daily newspaper be available to students while studying this unit.

OBJECTIVES

A. Value Objectives

Students should clarify personal and social values by considering questions such as:

1. Should the city of Vancouver have the right to move families from their homes when land is needed for transportation routes?
2. Should the individual families whose property is needed for a transportation route consider their responsibilities as citizens of Vancouver to be more important or less important than their personal interests.
3. Are roads so important that they should displace natural vegetation?
4. What are the best forms of transportation in urban areas? (Consider costs vs benefits.)
5. How much time should fathers and other workers spend each day going to and from their jobs?
6. Should view-property and recreational property be owned publicly or individually?
7. Does transportation improve the quality of people's interaction with each other?
8. How does transportation limit or increase people's freedom?
9. What form of transportation allows most freedom to the individual? To the group?

B. Skill Objectives

1. Students should develop the ability to interpret aerial photographs, topographical maps, temperature and precipitation charts of the Vancouver area.
2. Students should develop a sense of time by relating transportation problems to the periods in which they occurred. (Daily, weekly, seasonally, historically)

3. Students should develop the ability to formulate hypotheses concerning:

- a. Reasons for Vancouver having developed its transportation system
- b. Reasons for recent increases in the volume of traffic through Vancouver
- c. Explanations of the fact that better transportation facilities exist between Vancouver and the American West than between Vancouver and the rest of Canada
- d. Reasons for transportation problems within Vancouver proper and in the greater Vancouver area

4. Students should develop the ability to formulate hypotheses concerning:

- a. How the installation of an underground transportation system in Vancouver would affect:
 - The suburban resident who works in the city
 - The incidence of air, water and noise pollution
 - The use of land in the Vancouver area
- b. The effects on transportation requirements of new techniques such as video-phones and teleconferencing which enable people to work from their homes.
- c. What people's feelings would be if a major transportation route were to take place in the city.
 - e.g. How would Edmontonians feel about the city being given over to a new freeway?
 - e.g. How would Calgaryans feel about the city being converted to a shopping mall for the city?
 - e.g. How would people in towns or villages feel about a highway by-passing their community?
 - e.g. How would they feel about the highway being the centre of town?

5. Students should develop objectivity in testing hypotheses

clarify personal and social values by consider-

Vancouver have the right to move families
when land is needed for transportation routes?
equal families whose property is needed for a
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more important or less important than their

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?

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ical maps, temperature and precipitation
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develop a sense of time by relating transporta-
he periods in which they occurred. (Daily,
historically)

3. Students should develop the ability to formulate and test causal hypotheses concerning:

- a. Reasons for Vancouver having developed on its present site
- b. Reasons for recent increases in the volume of shipping done through Vancouver
- c. Explanations of the fact that better transportation facilities exist between Vancouver and the American west coast than between Vancouver and the rest of Canada
- d. Reasons for transportation problems which exist in Vancouver proper and in the greater Vancouver area

4. Students should develop the ability to formulate and test predictive hypotheses concerning:

- a. How the installation of an underground rapid transportation system in Vancouver would affect:
 - The suburban resident who works in downtown Vancouver
 - The incidence of air, water and noise pollution
 - The use of land in the Vancouver area
- b. The effects on transportation requirements if communication techniques such as video-phones and computers should enable people to work from their homes.
- c. What people's feelings would be if a major change in transportation routes were to take place in their town or city.
 - e.g. How would Edmontonians feel about Mill Creek Ravine being given over to a new freeway?
 - e.g. How would Calgarians feel about the downtown area being converted to a shopping mall for foot traffic only?
 - e.g. How would people in towns or villages feel about the highway by-passing their community? (Alternatively, how would they feel about the highway being routed through the centre of town?)

5. Students should develop objectivity in testing hypotheses.

6. Students should develop the ability to distinguish among facts, inferences, and value judgements as found in the news media (e.g. in *Vancouver Sun* and local newspaper).
7. Students should develop the ability to understand the feelings of others, while temporarily "shelving" their own feelings.
8. Students should develop the social skills which are necessary in gathering data by written requests and by conducting successful surveys and interviews.

C. Knowledge Objectives

1. Students should understand terms such as harbour, fiord, expropriation, port, metropolis, freeway, rapid transit, park, resort, etc.
2. Students should gain an understanding of the following generalizations:
 - a. Transportation routes are determined by both natural and man-made environments
 - b. Alberta has contributed to the expansion of port facilities in Vancouver (concept of interdependence) i.e. Roberts' Bank
 - c. Transportation is vital to the formation, development and continued existence of cities
 - d. Transportation problems change with the changing size of a city

- e. An ever expanding transportation system demands on the city's resources
- f. Beyond a certain point of population a transportation system becomes prohibitive
- g. Congestion and blight of the city centre lead to suburbs
- h. Growth of suburbs necessitates transportation into the city
- i. There are many reasons for movement from the city:
 - employment
 - business
 - education
 - recreation
 - tourism
- j. People's behavior and the interaction of the city is altered with the increasing size of the city, characterized by:
 - greater amenities for shopping, commerce
 - wider variety of social contacts
 - distances which limit utilization of theatres
 - noise and traffic congestion which

ould develop the ability to distinguish among facts, and value judgements as found in the news media (Vancouver Sun and local newspaper).

ould develop the ability to understand the feelings of others by temporarily "shelving" their own feelings.

ould develop the social skills which are necessary in social interaction by written requests and by conducting successful interviews.

Objectives

ould understand terms such as harbour, fiord, expro-riated, metropolis, freeway, rapid transit, park, resort, etc.

ould gain an understanding of the following concepts:

Transportation routes are determined by both natural and human environments

Urbanization has contributed to the expansion of port facilities in Vancouver (concept of interdependence) i.e. Roberts' Bank

Urbanization is vital to the formation, development and continued existence of cities

Urbanization problems change with the changing size of a

- e. An ever expanding transportation system puts increasing demands on the city's resources
- f. Beyond a certain point of population congestion, an efficient transportation system becomes prohibitively costly
- g. Congestion and blight of the city centre produce movement to suburbs
- h. Growth of suburbs necessitates transportation links with the city
- i. There are many reasons for movement in a city:
 - employment
 - business
 - education
 - recreation
 - tourism
- j. People's behavior and the interaction among people are altered with the increasing size of the city. Larger cities are characterized by:
 - greater amenities for shopping, community recreation
 - wider variety of social contacts
 - distances which limit utilization of amenities such as theatres
 - noise and traffic congestion which affect people's moods

Objectives	Learning Opportunities	Related Materials and Activities
<p>A 3, 5 B 1, 3a, 3d, 6 C 1, 2h</p>	<p>Opener</p> <ol style="list-style-type: none"> Read the following quote which appeared in the <i>Vancouver Sun</i> <p>When you walk into a city you can see what is important to the people of that city. All a city does is represent what its inhabitants believe in. Arthur Erickson Vancouver Architect</p> Show pictures of Vancouver. Ask students to "read" the pictures to determine what people of that city think is important. 	<p>A worthwhile source of pictures is:</p> <p>Gunn, Angus, <i>Vancouver Profile</i>, Associated Visual Services Ltd., 1590 West 4th Avenue, Vancouver, B.C. Gunn, Angus, <i>British Columbia Landforms</i>, Associated Visual Services Ltd., 1590 West 4th Avenue, Vancouver, B.C.</p> <p>Sample questions for pictures.</p> <ol style="list-style-type: none"> What activities are evident in each of these pictures? Can you group these activities into categories? What conclusions and generalizations can you make about the city and the people who live in it? What can you tell us about the city of Vancouver from these pictures and maps. <p>(Refer to objectives for guidance in anticipating questions and generalizations which students might reach.)</p>
<p>A 1, 2 B 7, 8 C 1, 2c, 2d, 2h</p>	<p>Development</p> <ol style="list-style-type: none"> Have students play "Superhighway #125" as an introduction to gaming and as a simulated experience in decision-making (This exercise may take more than a week.) <p>Discuss and analyze:</p> <ol style="list-style-type: none"> how people related to the problem the different alternatives offered why people made the particular choices they did the consequences of each choice the values underlying each choice 	<ol style="list-style-type: none"> Complete instructions for "Superhighway #125" are in the: INSTRUCTOR MAGAZINE February, 1971 <p>Teachers unfamiliar with the use of educational games in the classroom could read:</p> <p><i>Games For Growth</i> by A. K. Gordon Science Research Associates Don Mills, Ontario</p>

Learning Opportunities

Related Materials and Activities

Opener

Read the following quote which appeared in the *Vancouver Sun*

When you walk into a city you can see what is important to the people of that city. All a city does is represent what its inhabitants believe in.

Arthur Erickson
Vancouver Architect

2. Show pictures of Vancouver. Ask students to "read" the pictures to determine what people of that city think is important.

A worthwhile source of pictures is:

Gunn, Angus, *Vancouver Profile*, Associated Visual Services Ltd., 1590 West 4th Avenue, Vancouver, B.C.

Gunn, Angus, *British Columbia Landforms and Settlement*, Associated Visual Services Ltd., 1590 West 4th Avenue, Vancouver, B.C.

Sample questions for pictures.

1. What activities are evident in each of these pictures? List these activities.
2. Can you group these activities into categories? Label each group.
3. What conclusions and generalizations can you reach about this city and the people who live in it?
4. What can you tell us about the city of Vancouver from the available pictures and maps.

(Refer to objectives for guidance in anticipating conclusions and generalizations which students might reach.)

Development

Have students play "Superhighway #125" as an introduction to gaming and as a simulated experience in decision-making (This exercise may take more than a week.)

Discuss and analyze:

- a. how people related to the problem
- b. the different alternatives offered
- c. why people made the particular choices they did
- d. the consequences of each choice
- e. the values underlying each choice

1. Complete instructions for "Superhighway #125" can be found in the:

INSTRUCTOR MAGAZINE
February, 1971

Teachers unfamiliar with the use of educational games in the classroom could read:

Games For Growth
by A. K. Gordon
Science Research Associates
Don Mills, Ontario

Objectives	Learning Opportunities	Related Materials and Activities
A 3, 7 B 1, 3d C 1, 2d, 2h	2. Require that students plot routes from their adopted home in Surrey to a skiing weekend at Grouse Mountain Ski Resort.	2. Make available to students: <ul style="list-style-type: none"> a. Recent topographical sheets OR tourist b. Aerial photos of Vancouver area—p. 2, c. Duplicated copies of the map of Vancouver 3. Using the sample map in this unit, require routes to Grouse Mountain from Surrey: <ul style="list-style-type: none"> a. A route showing one of the actual roads of today to get to Grouse Mountain. b. A route creatively planned by the student, the best and most logical roadway regardless of the routes shown on a recent Vancouver map. <p>Discuss and list the many problems students encounter in choosing the best and shortest route to reach Grouse Mountain. What do these problems mean to people living in Vancouver?</p> <p>Draw from youngsters possible solutions regarding the transportation problems of Vancouver.</p> <p>What slogan would you consider most appropriate for Vancouver? Why?</p> <ul style="list-style-type: none"> a. Vancouver: City of Bridges. b. Vancouver: Where all Roads Meet. c. Vancouver: City Ruled by Mountain, Sea. d. Vancouver: Where People Mean More. e. etc., etc. <p>“Vancouver Should be for the People” (by Karen Rondesvedt)</p> <p>Although I live just outside Vancouver I love the city. I'm very proud of its beautiful scenery. There are many things we can do to keep Vancouver beautiful. We should be able to see the mountains and the ocean. I think the things that block our view should be built on the mountains.</p> <p>We shouldn't have all the dumping of garbage in the waters in and surrounding our city. I think the waters should be cleaned up so the people could be swimming in crystal clear water.</p> <p>We should eliminate the downtown crowd of cars and pedestrians from the vehicles. The shopping area should be used in more homes.</p>
A 6 B 4a C 2j	3. Read “Vancouver Should be for the People” an essay written by a Vancouver student in grade six (Karen Rondesvedt.) List the suggestions offered by Karen. Categorize them as being: <ul style="list-style-type: none"> a. Desirable but not feasible b. Feasible but not desirable c. Both feasible and desirable d. Neither feasible nor desirable 	

Learning Opportunities

2. Require that students plot routes from their adopted home in Surrey to a skiing weekend at Grouse Mountain Ski Resort.

3. Read

"Vancouver Should be for the People" an essay written by a Vancouver student in grade six (Karen Rondestvedt.) List the suggestions offered by Karen. Categorize them as being:

- a. Desirable but not feasible
- b. Feasible but not desirable
- c. Both feasible and desirable
- d. Neither feasible nor desirable

Related Materials and Activities

2. Make available to students:

- a. Recent topographical sheets OR tourist maps of Vancouver.
- b. Aerial photos of Vancouver area—p. 2, 9 and 22 of Gunn
- c. Duplicated copies of the map of Vancouver on page V-13.

3. Using the sample map in this unit, require students to plan two routes to Grouse Mountain from Surrey:

- a. A route showing one of the actual roads used by Surrey people of today to get to Grouse Mountain.
- b. A route creatively planned by the students to show the shortest and most logical roadway regardless of existing transportation routes shown on a recent Vancouver map.

Discuss and list the many problems students encountered in choosing the best and shortest route to reach Grouse Mountain. What do these problems mean to people living in Vancouver?

Draw from youngsters possible solutions regarding the transportation problems of Vancouver.

What slogan would you consider most appropriate for Vancouver? Why?

- a. Vancouver: City of Bridges.
- b. Vancouver: Where all Roads Meet.
- c. Vancouver: City Ruled by Mountain, Sea and River.
- d. Vancouver: Where People Mean More Than Cars
- e. etc., etc.

"Vancouver Should be for the People"
(by Karen Rondestvedt)

Although I live just outside Vancouver I feel that I am part of the city. I'm very proud of its beautiful scenery. I think that there are many things we can do to keep Vancouver livable. We should be able to see the mountains and the ocean. I think the high buildings that block our view should be built on the mountainside.

We shouldn't have all the dumping of garbage and sewage in the waters in and surrounding our city. I think the Fraser River should be cleaned up so the people could be boating, fishing and swimming in crystal clear water.

We should eliminate the downtown crowds by separating the pedestrians from the vehicles. The shopping areas should be glassed in so we could see and hear the rain without getting wet. Skylights should be used in more homes.

Objectives	Learning Opportunities	Related Materials and Activities
	<p>4. Complete a Values Grid on the problem of rush hour traffic.</p> <p>5. Introduce "Vancouver Plans a New Bridge" simulation game.</p>	<p>Vancouver should be for the people. We should have more parks and playgrounds and parks for our enjoyment. There should be more places to sit down in the shopping areas as well as in the parks. There should be more swimming and skating facilities because the city is very crowded and is going to get worse. Also it would be better if recreation areas were developed and kept close to the city so it is easy to get to, for example, ski areas.</p> <p>The farms should be on flat, fertile land and not on the mountainsides and hillsides.</p> <p>We shouldn't allow so many trees to be cut down because many trees are being built.</p> <p>People should be able to walk along the waterfront and see the ships and freighters loading and unloading. Some people should be able to live on the water in houseboats.</p> <p>The people of Vancouver should be able to enjoy their senses. First of all, by sight, we should get rid of the smoke caused by automobiles, lumber mills and other factories. Secondly, with their hearing, so there should be no noise pollution, for example, caused by the automobile. Thirdly, with their sense of smell; we should be able to smell the fresh, clean air and the sweet smell of flowers, not the smell of exhaust. I hope to see some of these things before it is too late.</p> <p><i>Weekend Magazine, April, 1971. (With permission)</i></p> <p>4. See Chapter IV for directions re the Values Grid. Prepare a simulated headline from the <i>Vancouver Sun</i> "Rush Hour Traffic Causes Bridge Tie-ups". Identify a solution to this problem; consider the consequences of each solution; choose a solution.</p> <p>5. "Vancouver Plans a New Bridge" This game, to be played over a two-week period, is a way a city and its people decide whether to build a bridge, if so, where it should be located. The following is a pattern to be used in developing the game:</p> <p>Step I—Purpose To understand that a variety of opinions are held. To understand that many reasons have to be considered in making decisions about the bridge are reached. To understand the importance in the search for resolution of transportation problems.</p> <p>Step II—Scope This simulation-game is based on the actual situation in Vancouver citizens as these exist today or are reported in the West Coast journals.</p>

Learning Opportunities

Related Materials and Activities

Complete a Values Grid on the problem of rush hour traffic.

Introduce "Vancouver Plans a New Bridge" simulation game.

Vancouver should be for the people. We should have more trees and parks for our enjoyment. There should be more benches and places to sit down in the shopping areas as well as in the parks. There should be more swimming and skating facilities because it's already very crowded and is going to get worse. Also it would help if more recreation areas were developed and kept close to the city areas and easy to get to, for example, ski areas.

The farms should be on flat, fertile land and houses should be put on the mountainsides and hillsides.

We shouldn't allow so many trees to be cut down when houses are being built.

People should be able to walk along the waterfront and watch ships and freighters loading and unloading. Some of the people should be able to live on the water in houseboats.

The people of Vancouver should be able to enjoy their city with their senses. First of all, by sight, we should get rid of the haze and smoke caused by automobiles, lumber mills and other industries. Secondly, with their hearing, so there should be control of noise pollution, for example, caused by the automobile. Thirdly, with our sense of smell; we should be able to smell the fresh, clean air and the sweet smell of flowers, not the smell of exhaust. I hope we can do some of these things before it is too late.

Weekend Magazine, April, 1971. (With permission)

4. See Chapter IV for directions re the Values Grid.

Prepare a simulated headline from the *Vancouver Sun*, "Rush Hour Traffic Causes Bridge Tie-ups". Identify alternative solutions to this problem; consider the consequences of each alternative; choose a solution.

5. "Vancouver Plans a New Bridge"

This game, to be played over a two-week period, focuses on the way a city and its people decide whether to build a bridge and, if so, where it should be located. The following is a step-by-step pattern to be used in developing the game:

Step I—Purpose

To understand that a variety of opinions are held on the issue.
To understand that many reasons have to be considered before decisions about the bridge are reached. To involve students in the search for resolution of transportation problems.

Step II—Scope

This simulation-game is based on the actual needs of Vancouver citizens as these exist today or are reported regularly in the West Coast journals.

Objectives**Learning Opportunities****Related Materials and Activities****Step III—Key Participants**

The number of players will vary. At least one student should be invited to indicate their personal interest in choosing a bridge site, just like an expert would. This may take the form of a letter or report to the mayor or the Editor. Students should be identifying people who would be affected by the bridge. People might be grouped and labelled as being favourably or adversely affected. (See Chapter 1 for identification techniques.)

Later, several students may select roles. They should be particularly interested in representing. The following list of roles is provided:

- A mayor
- A newspaper editor
- A city traffic planner
- A naturalist
- A radical ecologist
- A bridge builder
- A trucker
- An Audubon Society Secretary
- A manufacturer
- A city councillor
- A shipping operator
- A gas station operator
- A local homeowner
- A local store owner
- A factory worker
- Chamber of Commerce President
- A labourer
- Save Our Parks Committee Chairperson
- etc.

Students prepare a written description of their role. This should include: Age, sex, marital status, employment, location in area, reasons for concern about the bridge, views taken on the bridge issue, etc.

Step IV—Interaction Activities

- a) Develop a classroom newspaper called "Vancouver Debate Bridge Issue." Students, in their adopted roles, are requested to submit articles to the newspaper. An editorial is included.
- b) Organize a citizens' meeting where students are invited to present their views on the bridge. The meeting is held in making known his views for or against the bridge can do so. The meeting is held in the rules of parliamentary order.

Learning Opportunities

Related Materials and Activities

Step III—Key Participants

The number of players will vary. At first, all students might be invited to indicate their personal interest in the problem of choosing a bridge site, just like any Vancouver taxpayer would. This may take the form of a letter of protest or support to the mayor or the Editor. Students might begin by identifying people who would be affected by the bridge. These people might be grouped and labelled as being affected favourably or adversely. (See Chapter IV re: concept development techniques.)

Later, several students may select roles which they feel particularly interested in representing. These might include:

- A mayor
- A newspaper editor
- A city traffic planner
- A naturalist
- A radical ecologist
- A bridge builder
- A trucker
- An Audubon Society Secretary
- A manufacturer
- A city councillor
- A shipping operator
- A gas station operator
- A local homeowner
- A local store owner
- A factory worker
- Chamber of Commerce President
- A labourer
- Save Our Parks Committee Chairman
- etc.

Students prepare a written description of their role by indicating: Age, sex, marital status, employment, length of residence in area, reasons for concern about the bridge, stand to be taken on the bridge issue, etc.

Step IV—Interaction Activities

a) Develop a classroom newspaper headlined "Citizens of Vancouver Debate Bridge Issue." Students, according to their adopted roles, are requested to submit a statement of their views to the newspaper. An editorial by the editor should be included.

b) Organize a citizens' meeting where anyone who is interested in making known his views for or against the building of the bridge can do so. The meeting is operated according to rules of parliamentary order.

Objectives	Learning Opportunities	Related Materials and Activities
		<p>c) An election for mayor in which 5 or more candidates are contesting the position. Each candidate must submit a written form surrounding the bridge-building project. The election, mayoralty campaign and election may be held in the classroom.</p> <p>d) Ask students representing two different sides of the issue to prepare signs and advertisements to promote the bridge being built.</p> <p>e) Organize an open-line radio program in which students act in different roles to indicate support for the bridge-building project.</p> <p>f) Establish two committees, one which supports the bridge and one which opposes the bridge. Have each committee administer a public opinion questionnaire to be administered in the class. Compare the questionnaires, analyzing them for biased, leading, loaded or value-laden questions. Exercise in identifying propaganda techniques. (Note: This exercise is at this point in the unit.)</p> <p>g) Prepare an information booklet which lists the advantages of bridges over other modes of transportation.</p> <p>Step V—Action</p> <p>Allow a classroom referendum to be held in which the suggestions have been heard. The majority decision is recorded. The majority now has its mandate. In a class activity, identify the alternatives that the majority group. Consider the desirability of each alternative action by the minority. (Note: This is an opportunity for students to discover responsible dissent.)</p>
	<p>6. Provide an opportunity for students to apply what they have learned by debating aspects of urban transportation. (See Chapter IV for suggestions on the use of debates in the classroom.) At this time the unit may expand beyond the particular case study on Vancouver.</p> <p>Possible debate suggestions:</p> <p>Resolved that . . .</p> <ol style="list-style-type: none"> The automobile should be banned from the downtown areas of Canadian cities. Transit systems should be many and free to all citizens. 	

Learning Opportunities

Related Materials and Activities

c) An election for mayor in which 5 or more candidates are contesting the position. Each candidate must develop a platform surrounding the bridge-building issue. An authentic mayoralty campaign and election may be held.

d) Ask students representing two different protest groups to prepare signs and advertisements to promote their ideas about the bridge being built.

e) Organize an open-line radio program by means of which students act in different roles to indicate their dislike or support for the bridge-building project.

f) Establish two committees, one which favours the bridge and one which opposes the bridge. Have each construct a public opinion questionnaire to be administered to the rest of the class. Compare the questionnaires, analyzing them for evidence of biased, leading, loaded or value-laden questions. (Note: An exercise in identifying propaganda techniques using "propaganda" that students themselves created might be undertaken at this point in the unit.)

g) Prepare an information booklet which argues that tunnels are better than bridges.

Step V—Action

Allow a classroom referendum to be held after all the discussions have been heard. The majority decision may then be recorded. The majority now has its mandate for action. As a class activity, identify the alternatives that are left open to the minority group. Consider the desirability and feasibility of further action by the minority. (Note: This activity provides an opportunity for students to discover ways of manifesting responsible dissent.)

6. Provide an opportunity for students to apply what they have learned by debating aspects of urban transportation. (See Chapter IV for suggestions on the use of debates in the classroom.) At this time the unit may expand beyond the particular case study on Vancouver.

Possible debate suggestions:

Resolved that . . .

- The automobile should be banned from the downtown areas of Canadian cities.
- Transit systems should be many and free to all citizens.

Objectives	Learning Opportunities	Related Materials and Activities
	<p>c. Subways are the solution to all big city transportation problems.</p> <p>d. It is possible to be motorized and at the same time civilized.</p> <p>7. Undertake a comparative case study on the recent decision by the Ontario Government to stop construction on the Spadina Freeway.</p> <p>8. Individual Research or Group Project What should cities do?</p> <p>a. Limit growth by encouraging other cities to develop.</p> <p>b. Grow outwards into the surrounding farmlands.</p> <p>c. Grow upwards through construction of skyscrapers. Encourage students to discover through readings and discussions the advantages and disadvantages of the above options. Which type of growth will be characteristic of the future?</p> <p>9. Extension Possibility A 14 minute film produced by McGraw-Hill (Canada) entitled "Overpass" may be used to stimulate further discussion. This film narrates the problems encountered in a Yugoslavian community in deciding about the construction of a walkway over a railway line.</p>	<p>King, Paul, "What Can You Do With an Express" <i>Weekend Magazine</i>, September 4, 1971.</p>

Learning Opportunities

Related Materials and Activities

- c. Subways are the solution to all big city transportation problems.
 - d. It is possible to be motorized and at the same time civilized.
7. Undertake a comparative case study on the recent decision by the Ontario Government to stop construction on the Spadina Freeway.
8. Individual Research or Group Project
What should cities do?
- a. Limit growth by encouraging other cities to develop.
 - b. Grow outwards into the surrounding farmlands.
 - c. Grow upwards through construction of skyscrapers.
- Encourage students to discover through readings and discussions the advantages and disadvantages of the above options. Which type of growth will be characteristic of the future?
9. Extension Possibility

King, Paul, "What Can You Do With an Expressway to Nowhere?",
Weekend Magazine, September 4, 1971.

A 14 minute film produced by McGraw-Hill (Canada) entitled "Overpass" may be used to stimulate further discussion. This film narrates the problems encountered in a Yugoslavian community in deciding about the construction of a walkway over a railway line.

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Peters. **A Guide to Understanding Canada.**
Toronto: Guinness Publishing Ltd., 1968.

Wiley, W. et al. **Canada: This Land of Ours.** Toronto: Ginn, 1970.

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Vancouver: Mitchell Press, 1969.
(Teacher reference only)

Kuthan, G., and D. Stainsby. **Vancouver: Sights and Insights.**
Toronto: Macmillan of Canada, 1962.

Czolowski, T., and A. Broadfoot. **Through Lions Gate: A Pictorial Tour of Greater Vancouver.**
Vancouver: Vancouver Real Estate Board, 1966. (\$4.15)

Periodicals

Beautiful British Columbia Magazine.
Parliament Buildings, Victoria, B.C. (\$2.00 per year)

The Vancouver Sun. Vancouver, B.C.

Official Guide to Stanley Park.
Board of Parks and Public Recreation, City of Vancouver, B.C.
(50 cents)

Films

Vancouver. Moreland-Latchford, 43 Dundas Street W.
(12 minutes, color)

Helicopter Canada. National Film Board of Canada
(66 minutes, color)

The Railrodder. National Film Board of Canada, 19
(26 minutes, color)

Maps

Topographical Sheets of Vancouver.
Scale 1:50,000

Suggested quantity—five copies each of:

Map 92G7 West
Map 92G2 West
Map 92G3 East
Map 92G6 East

Available from:

Map Distribution Office
Department of Energy, Mines and Resources
Ottawa
(50 cents each)

British Columbia Road Map
Department of Travel Industry, Victoria, B.C.

REFERENCES

Films

British Columbia: Profile of Canada's Pacific
Associated Visual Services, 1590 West 4th Avenue,

Vancouver. Moreland-Latchford, 43 Dundas Street West, Toronto, 1968.
(12 minutes, color)

Understanding Canada.
Press Publishing Ltd., 1968.

Helicopter Canada. National Film Board of Canada, 1967.
(66 minutes, color)

Canada: This Land of Ours. Toronto: Ginn, 1970.

The Railrodder. National Film Board of Canada, 1968.
(26 minutes, color)

From Milltown to Metropolis. 2nd ed.
McGraw-Hill Press, 1969.
(see only)

Maps

Stainsby. Vancouver: Sights and Insights.
Map of Canada, 1962.

Topographical Sheets of Vancouver.
Scale 1:50,000

Broadfoot. Through Lions Gate: A Pictorial Tour
Vancouver.
Vancouver Real Estate Board, 1966. (\$4.15)

Suggested quantity—five copies each of:

Map 92G7 West
Map 92G2 West
Map 92G3 East
Map 92G6 East

Columbia Magazine.
Victoria, B.C. (\$2.00 per year)

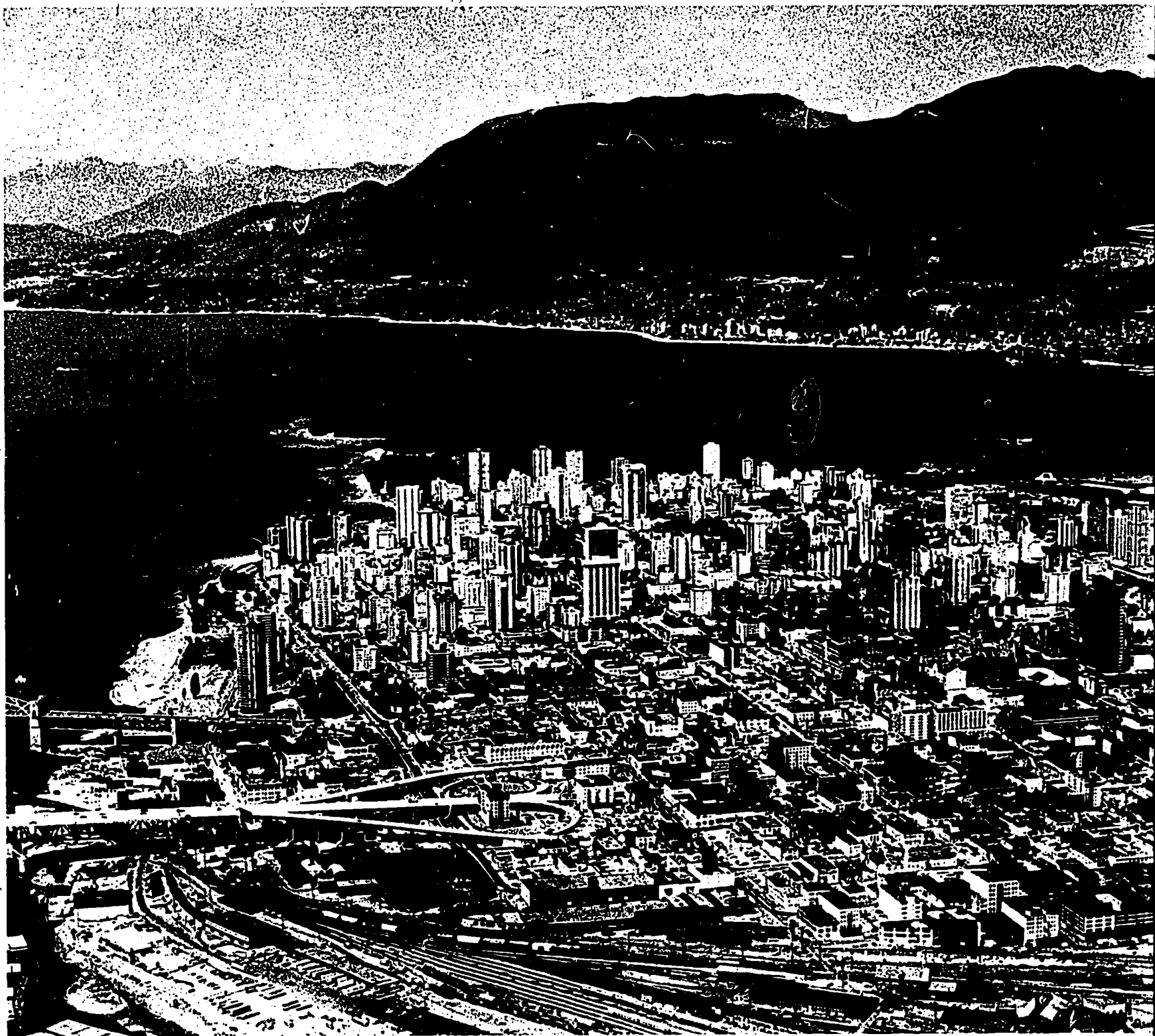
Available from:

Map Distribution Office
Department of Energy, Mines and Resources
Ottawa
(50 cents each)

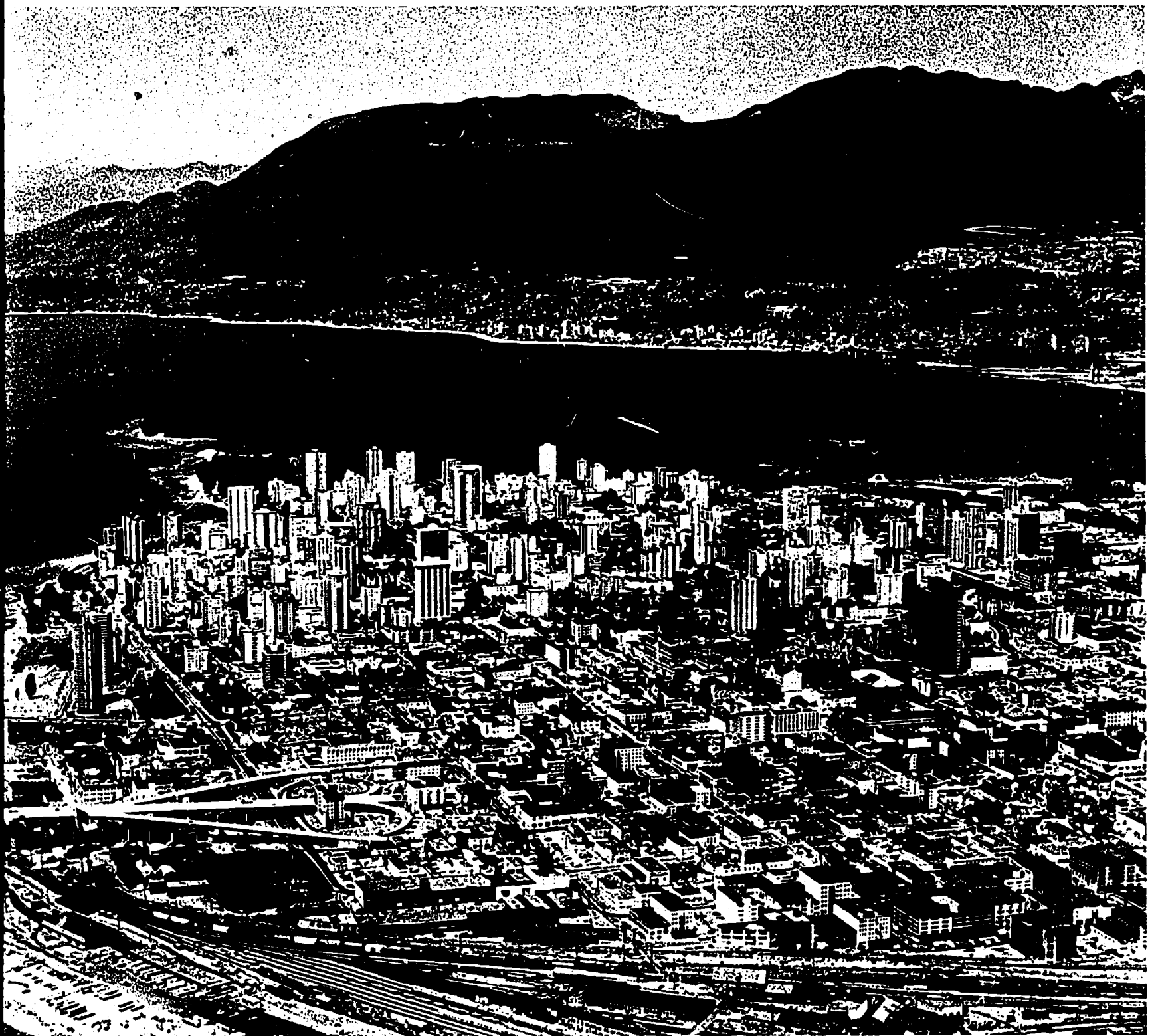
Vancouver, B.C.

Stanley Park.
Parks and Public Recreation, City of Vancouver, B.C.

British Columbia Road Map
Department of Travel Industry, Victoria, B.C.

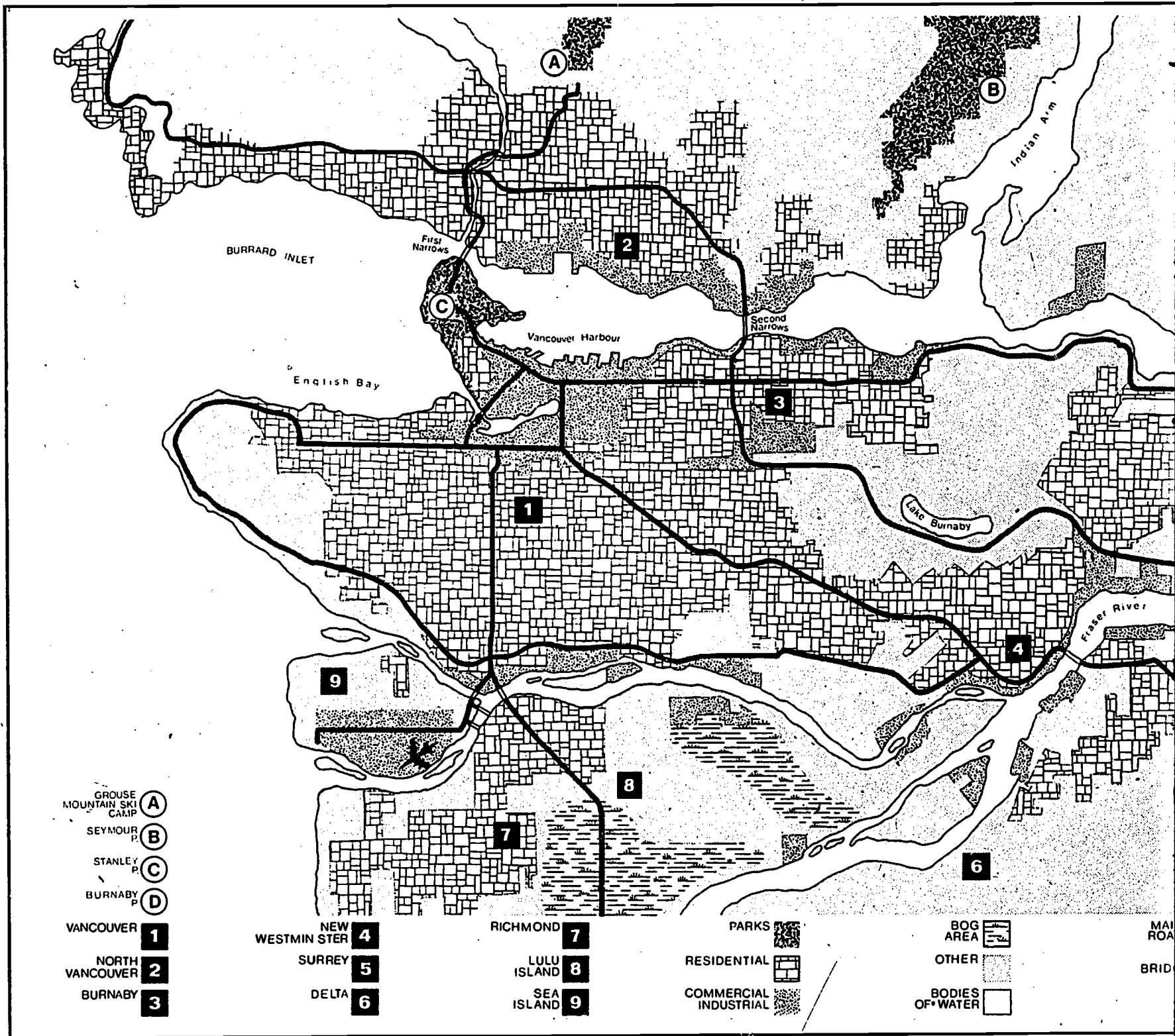


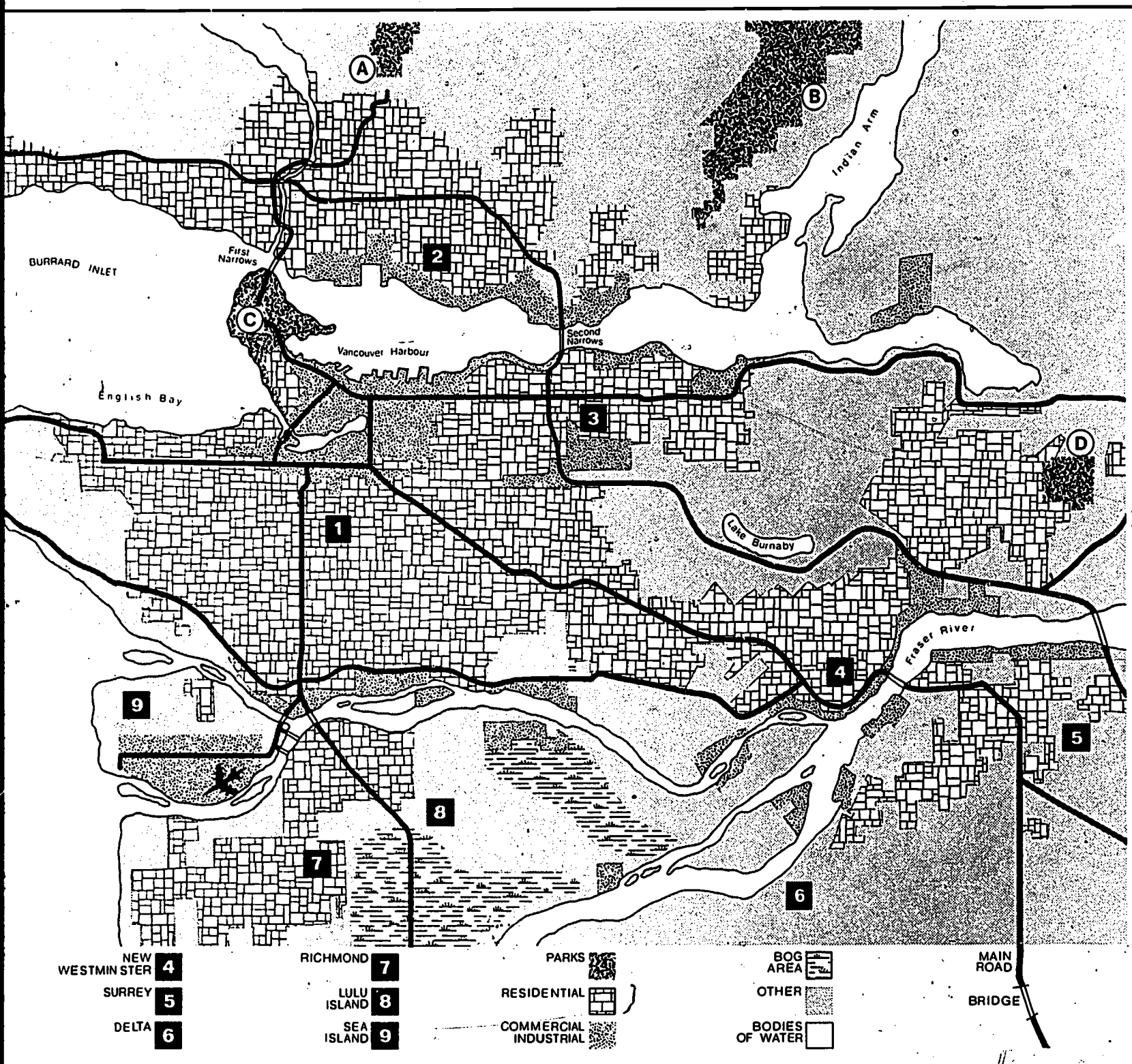
V-14



Vancouver Sun Photo

V-14





SAMPLE UNITS

The subject matter content of each sample unit that follows is appropriate to the grade level indicated but many of the techniques, methods and processes may be adopted for use at any level. Teachers are therefore urged to study all sample units.

HOW SHOULD PEOPLE TREAT PEOPLE IN THE SUPERMARKET?

ACKNOWLEDGEMENT

The Department of Education gratefully acknowledges the work of the following teachers who developed the Social Studies Unit on the Supermarket.

Mrs. Thelma Pendergast, Red Deer County Elementary Consultant
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Mrs. Diane Averill, Grandview School, Bowden

Mrs. Gwen Clark, River Glen School, Red Deer

Mrs. Marie Mann, John Wilson Elementary School, Innisfail

Mrs. Helen Marshall, Grandview School, Bowden

Mrs. Christine Murphy, Spruce View School, Spruce View

Mrs. Agnes Riley, River Glen School, Red Deer

Miss Lexie Stevens, John Wilson Elementary School, Innisfail

Mrs. Edna Whittemore, River Glen School, Red Deer

Grade Two Social Studies Sample Unit

HOW SHOULD PEOPLE TREAT PEOPLE IN THE SUPERMARKET?

OVERVIEW

As an outcome of this unit, children should develop a sense of responsibility for the effective operation of their neighbourhood. Pupils should be aware of honesty and dishonesty in the interaction of community members — specifically the interaction which occurs at the supermarket or local grocery store. Thus, the value objectives of this unit relate to **responsibility, empathy and honesty**.

Since most second-year students are familiar with many visible aspects of the supermarket or store, **this unit is designed to explore the less obvious problems**. The unit should be more a sociological study than an economic one. The major concept to be learned through this unit is **goals**. Skills to be emphasized include classifying (analysis) and hypothesizing (synthesizing).

This unit will concentrate on four aspects of a supermarket and afford opportunities for pupils to organize information, pose problems, suggest possible solutions for them and, in some cases, test their solutions. The four aspects are:

1. Employer-employee relations.
2. Customer relations.
3. Advertising.
4. Packaging

Teachers should not feel that they are committed to study an urban supermarket if this is not pertinent to the needs of their pupils. The objectives of the unit can be realized by a study of a corner store, a village store, a country store or even the mail-order catalog.

Again it must be emphasized that it is not the aim of this unit to merely increase the child's knowledge or skills but, above everything else, to provide opportunities for building his value system.

OBJECTIVES

A. Value Objectives

Students will make value judgements concerning the advantages and disadvantages of:

1. Respecting the rights, feelings and ideas of others (Empathy).
2. Recognizing the worth of other people's contributions to the neighbourhood (Empathy).
3. Accepting responsibility in job activities (Responsibility).
4. Treating others justly, fairly and honestly (Honesty).

B. Skill Objectives

1. Students will **locate** and **classify** information on the supermarket in picture and chart form.
2. Students will **hypothesize** and **solve problems** related to the interaction of people in satisfying their basic need for food.
3. Students, by **conducting a survey**, will give evidence of the ability to **tabulate and interpret information** by means of a bar graph.
4. Students will develop speaking and listening skills, such as **speaking clearly** and **telling the facts in order**.

C. Knowledge Objectives

1. Understanding of such terms as advertising, wants and needs, services, division of labour, employer, employee, customer, cashier will be indicated in student oral or written examples and explanations (System).
2. Students will be able to recognize and explain when presented with picture examples of interdependence, how people of a neighbourhood are dependent upon each other (Interdependence).
3. Students will be able to identify from listed examples those which require people to cooperate to get a lot accomplished (Cooperation).
4. Pupils should gain an understanding of the following generalizations, all of which relate to the major concept of goals:
 - a. The members of society have different wants and needs. (e.g. The supermarket owner needs people to shop there. The customer needs food to satisfy his basic need of hunger.) Certain institutions (such as the supermarket) have available a variety of goods to meet the demands made by the members of society.
 - b. A variety of personnel provide the services that the members of society require.

- c. All individuals have a responsibility to do thus provide a worthwhile contribution to society.
- d. How an individual performs his job or role is involved.
- e. All well-done jobs make a worthwhile contribution to society.
- f. All individuals make choices to meet the needs of society.

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- c. All individuals have a responsibility to do their jobs well and thus provide a worthwhile contribution to society.
- d. How an individual performs his job or role affects all others involved.
- e. All well-done jobs make a worthwhile and necessary contribution to society.
- f. All individuals make choices to meet their needs.

LEARNING EXPERIENCES

Generalizations or
Values to be Stressed

Questions

Activities
(See Bibliography for Sources)

A. Opener

The supermarket is a major part of the neighbourhood.

1. What is happening?
2. Where is it happening?
3. What is a grand opening?
4. Why is it happening?

Bulletin board display with captions, pictures, "Grand Opening".

Each child writes one reason for the grand opening, discussed and tabulated on the board. Later, each child makes a chart.

Neighbourliness

5. Where do you shop?
6. Whom do you meet there?

Children start title page on grand opening for the supermarket. (Pupils own creative work—not dictated.)
Communities at Work—"Food for the City"

Differing needs and wants

7. Why do your parents shop at the supermarket?

Make a combined checklist from pupils' responses, check their reasons. Tabulate the responses and could be stacked. One object for each response. Convert these to a stencil bar graph for their use.

B. Development

1. Employer-employee relations

Institutions provide a variety of goods and services to meet the societies' needs and wants.

1. What things are bought at the supermarket?
2. Where do you find these goods?
3. What departments are there at the supermarket?

Bring grocery lists from home or make their own.

Classify the groceries (Meat, Produce, Groceries).

Game:

Shopping at the Supermarket

Purpose: To strengthen auditory discrimination of sounds.

Players: Four

LEARNING EXPERIENCES

Questions

1. What is happening?
2. Where is it happening?
3. What is a grand opening?
4. Why is it happening?
5. Where do you shop?
6. Whom do you meet there?
7. Why do your parents shop at the supermarket?

Activities (See Bibliography for Sources)

Bulletin board display with captions, pictures, balloons, flags, "Grand Opening".

Each child writes one reason for the grand opening. These are read, discussed and tabulated on the board. Later, one member of class makes a chart.

Children start title page on grand opening for a booklet on the supermarket. (Pupils own creative work—not ditto worksheets.) Read **Communities at Work**—"Food for the City".

Make a combined checklist from pupil responses. Have parents check their reasons. Tabulate the responses by using objects which could be stacked. One object for each response. Convert these to a stencil bar graph for their booklets.

1. What things are bought at the supermarket?
2. Where do you find these goods?
3. What departments are there at the supermarket?

Bring grocery lists from home or make their own.

Classify the groceries (Meat, Produce, Grocery, Miscellaneous).

Game:

Shopping at the Supermarket

Purpose: To strengthen auditory discrimination of beginning sounds.

Players: Four

**Generalizations or
Values to be Stressed**

Questions

Activities

Materials:

Twenty word-cards each of which indicates something bought at the supermarket; a shopping bag; a leader, representing the beginning sounds of the words.

Directions:

The leader gives five cards, randomly selected, and says, for example, "Who has bought something that begins with the letter B?" The players listen intently and then answer the question give their cards to the leader. (The cards in the shopping bag if they have been correct. Examples in this case are beans and biscuits.) If a player has no card, he will be the one who first disposes of all his cards. (It should be noted that this is a game in which skill and speed determine the winner, thus the slower child will win.)

Adaptations:

- Blends could be used as well as medial sounds.
- The game could be made more difficult by using words with more than one syllable.
- This game could be adapted to the vocabulary of science and social studies.

A variety of personnel provide the services that society requires.

Interdependence-responsibility

Cooperation

Equality

How an individual performs his role affects others (empathy).

4. What workers are needed because of the variety of departments?

5. What are the duties of each employee?

6. What happens if each worker does not fulfil his job?

Read "Let's Go to the Supermarket" from *Young People's Booklets* if necessary and include along with pictures in the booklet. Pupils list employees for booklets as a result of the game.

Small groups prepare oral or written reports. Make reports for booklets. These can be put in riddle form.

ons or
Stressed

Questions

Activities

Materials:

Twenty word-cards each of which indicates something that can be bought at the supermarket; a shopping bag; a master word-list for the leader, representing the beginning sounds on the word-cards.

Directions:

The leader gives five cards, randomly selected, to each player and says, for example, "Who has bought something that begins like banana?" The players listen intently and those whose words answer the question give their cards to the leader who puts them in the shopping bag if they have been correctly selected. (Examples in this case are beans and biscuits.) If a winner is desired, he will be the one who first disposes of all his cards. (It should be noted that this is a game in which skill and luck may combine to determine the winner, thus the slower child has a chance to win.)

Adaptations:

- a. Blends could be used as well as medial sounds.
- b. The game could be made more difficult by using more cards.
- c. This game could be adapted to the vocabularies of arithmetic, science and social studies.

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4. What workers are needed because of the variety of departments?
5. What are the duties of each employee?
6. What happens if each worker does not fulfil his job?

Read "Let's Go to the Supermarket" from **Your World**. Reclassify if necessary and include along with pictures in the booklet. Pupils list employees for booklets as a result of their research.

Small groups prepare oral or written reports. May make stencils of reports for booklets. These can be put in riddle form.

**Generalizations or
Values to be Stressed**

Questions

Activities

Honesty
Responsibility
Loyalty
Courtesy
Personal appearance
Empathy

7. If you were the manager, what would you look for when hiring employees?

Role Play:

Contrasting a job well done to one poorly

1. How would the other workers feel?
What would happen if?
 - a. Peter was late returning for work
go home for supper.
 - b. Mary forgot to order the plastic
the meat.
 - c. Harry does not come to work
manager know in time to get so
 - d. Groceries well-packed as opp
packed.
 - e. Bob does not want to go to
rather accompany his friends
Someone suggests he 'phone H
is sick.
2. How would the customers feel?
What would happen if?
 - a. Housewife finds the eggs broke
 - b. Housewife sees the meat pack
hands and dirty apron.

Picture discussion of one or more workers

Making Decisions When Hiring Employees

1. Which of these would be good c
could be acted out.
 - a. Jim Brown was hired by Mr. F
grocery. Jim's job was to pack
to the cars. Jim put heavy tin
bags and then put the bread c
he the kind of worker Mr. Fox
 - b. Bob did not like to carry the ba
cars. He often packed the bag
doughnuts were squashed by
boxes of soap. Was he the ki
would want?
 - c. Harry always seemed happy
liked to talk with Harry. He a
shopping and hoped they would
soon" he'd say.

Questions

Activities

Role Play:

Contrasting a job well done to one poorly done.

1. How would the other workers feel?
What would happen if?
 - a. Peter was late returning for work. Bill was waiting to go home for supper.
 - b. Mary forgot to order the plastic bags needed to wrap the meat.
 - c. Harry does not come to work and does not let the manager know in time to get someone to take his place.
 - d. Groceries well-packed as opposed to those poorly-packed.
 - e. Bob does not want to go to work today. He would rather accompany his friends to the lake for a swim. Someone suggests he 'phone his manager and say he is sick.
2. How would the customers feel?
What would happen if?
 - a. Housewife finds the eggs broken or bread squashed.
 - b. Housewife sees the meat packer or baker with dirty hands and dirty apron.

Picture discussion of one or more workers.

Making Decisions When Hiring Employees

7. If you were the manager, what would you look for when hiring employees?

1. Which of these would be good employees? Why? Some could be acted out.
 - a. Jim Brown was hired by Mr. Fox, manager of the local grocery. Jim's job was to pack groceries and take them to the cars. Jim put heavy tins at the bottom of the bags and then put the bread on top of the tins. Was he the kind of worker Mr. Fox wanted?
 - b. Bob did not like to carry the bags out to the customers' cars. He often packed the bags so that eggs, bread or doughnuts were squashed by heavy cans of juice or boxes of soap. Was he the kind of worker Mr. Fox would want?
 - c. Harry always seemed happy and cheerful. Everyone liked to talk with Harry. He always thanked them for shopping and hoped they would return. "See you again soon" he'd say.

Generalizations or Values to be Stressed

Questions

Activities

2. Customer behaviour
A variety of personnel provide the services that the members of society require.

1. Why are employees needed in the supermarket?
2. What do you call the people who shop at the supermarket?
3. What do you call the people who work at the supermarket?
4. What is a customer?
5. Where do they come from?
6. What responsibilities do customers have?

- d. Dick Farley was also a bagger at the store. He was always neatly dressed, had his hair combed, and had changed his apron daily.
 - e. Betty was glad when coffee time came. She was a friend for coffee and was so interested in the conversation she took fifteen minutes longer than the others.
 - f. Sue was asked to mark the cans of soup. She was not paying attention and marked 23¢ a tin.
2. Which of these would be good employment opportunities?
 - a. Today the grocery store was having a sale on cranberry sauce and turkey. Sam was to keep the shelves full. Mrs. Long wanted a turkey and cranberry sauce but there was no cranberry sauce on the shelves.
 - b. Tom was asked to move a display of canned goods from the storeroom to a counter in front of the store. At that time he had made a very attractive display.
 - c. Miss Hill when ringing up Mrs. Long put up three tins of canned ham instead of one. It was not the only time she had done this.
 - d. Mr. Cork, the popman, is putting pop cans on the shelves. Fox had ordered ten cases but now only five are here. So Mr. Cork would like some more.
 - e. Jack did not like many of the people who came to the store. He thought he knew all about groceries and would argue with the others, point out what they were doing wrong, and generally make trouble.

Define customer for booklet. Illustrate with a picture.

Discuss example stories of customer behaviour. Students make decisions and give reasons for their choices.

Questions

1. Why are employees needed in the supermarket?
2. What do you call the people who shop at the supermarket?
3. What do you call the people who work at the supermarket?
4. What is a customer?
5. Where do they come from?
6. What responsibilities do customers have?

Activities

- d. Dick Farley was also a bagger at the local grocery. He was always neatly dressed, had his hair combed and had changed his apron daily.
 - e. Betty was glad when coffee time arrived. She met a friend for coffee and was so interested in talking that she took fifteen minutes longer than she should.
 - f. Sue was asked to mark the cans of soup as 2 for 19¢. She was not paying attention and marked the soup 23¢ a tin.
2. Which of these would be good employees? Why?
 - a. Today the grocery store was having a sale on cranberry sauce and turkey. Sam was to keep the shelves full. Mrs. Long wanted a turkey and cranberry sauce but there was no cranberry sauce on the shelf.
 - b. Tom was asked to move a display of pop from the back storeroom to a counter in front of the store. In a short time he had made a very attractive display.
 - c. Miss Hill when ringing up Mrs. Long's groceries, rang up three tins of canned ham instead of two. This was not the only time she had done this.
 - d. Mr. Cork, the popman, is putting pop on the shelf. Mr. Fox had ordered ten cases but no one is around just now and Mr. Cork would like some pop for himself. So he takes some.
 - e. Jack did not like many of the people he worked with. He thought he knew all about groceries and he would argue with the others, point out what he thought were mistakes and generally make trouble.

Define customer for booklet. Illustrate with a picture or drawing.

Discuss example stories of customer behaviour.
Students make decisions and give reasons for them.

**Generalizations or
Values to be Stressed**

Honesty
Empathy
Courtesy

Questions

Activities

Customer Behaviour

1. What would you do? Why?

How would the employees and customers behave?

- a. At the end of an aisle is a display of canned goods. Mrs. Clay takes a can from the display since she can reach it without having to bend over or fall over.
- b. Mrs. Snatcher walks up and down the aisles of the grocery store picking up her groceries. She doesn't want the bottle of soap. She is some distance from the soap. She is tired. She leaves the soap on the floor.
- c. Mrs. Stopper is taking her groceries to the check-out. She decides she will not wait. There is a line of people behind her. She gets it anyway.
- d. Mr. Black has some spoiled meat.
- e. Sue and Jill happen to meet each other in the aisles of the grocery store. They haven't seen each other for a long time. Other shoppers find it difficult to get through.
- f. Mrs. Hall has two bags in her hands. The clerk could not pick her up and she could either carry her groceries or leave them in the cart.
- g. There are some chocolate bars on the shelf. Jim could help himself to some. He puts the candy in his pocket and leaves.
- h. Fred saw a bag of chips on the shelf. He took the bag and ate some. What do you think?
- i. Mrs. White knocked a bag of groceries off the shelf. The bag broke.
- j. Kathy went shopping with her mother. She took a bag of popcorn with her. She forgot to pay for it. Kathy her popcorn and a dime.

Class summary for booklets—

- "A good customer is _____
 "A good customer will _____
 "I am a good customer because _____

ons or
Stressed

Questions

Activities

Customer Behaviour

1. What would you do? Why?

How would the employees and customers feel?

- a. At the end of an aisle is a display of cans of peaches. Mrs. Clay takes a can from the center of the display since she can reach it without much trouble. The cans fall over.
- b. Mrs. Snatcher walks up and down the aisles of the grocery store picking up her groceries. She decides she doesn't want the bottle of soap she has picked up. She is some distance from the soap counter and is quite tired. She leaves the soap on the bread counter.
- c. Mrs. Stopper is taking her groceries through the check-out. She decides she forgot the ice cream. There is a line of people behind her but she goes to get it anyway.
- d. Mr. Black has some spoiled meat to return.
- e. Sue and Jill happen to meet each other in one of the aisles of the grocery store. They decide to visit since they haven't seen each other for such a long time. Other shoppers find it difficult to go by them.
- f. Mrs. Hall has two bags in her grocery cart. Her husband could not pick her up and take her home. She could either carry her groceries home or take them in the cart.
- g. There are some chocolate bars and gum on the shelf. Jim could help himself to some candy and he does. He puts the candy in his pocket and leaves the store.
- h. Fred saw a bag of chips on the shelf. He broke open the bag and ate some. What do you think of that?
- i. Mrs. White knocked a bag of flour on the floor. The bag broke.
- j. Kathy went shopping with her mother. She bought a bag of popcorn with her quarter. The cashier gave Kathy her popcorn and a dime and her quarter back.

Class summary for booklets—

- "A good customer is _____"
- "A good customer will _____"
- "I am a good customer because _____"

**Generalizations or
Values to be Stressed**

Questions

Activities

3. Advertising

Refer to bulletin board display or teacher-gathered ads.

1. What do you call these signs?
2. Why are ads used?
(to get people to buy)
3. Why are famous people used in ads?
4. Since people's money is limited, how do they decide what to buy?
5. Can you think of a situation in which you might have chosen differently?

Group work. Students gather ads. Discuss why people buy. For booklets, pupils take two ads—one item they would buy and one item they would not buy—and tell why.

Set up situations where the child has a limited amount of money. What would you buy if you had twenty-five cents and could choose between chocolate bars, gum, apples, candy, pop? Tell why you made the choice they did.

Read "Wishes, Wishes, Wishes", page 59, *Family and Community Camera Patterns*.

Read decision stories from *Basic Social Studies Series*, *Together in the Neighborhood*.

Decision Stories To Finish

1. Marie had twenty-five cents to spend in the store. She saw a doll for fifteen cents and another for ten cents. She liked the fifteen cent doll but the five cent doll was bigger and had a picture of her favorite star. She bought the twenty-five cent doll. On her way home she saw her friends running to meet the ice cream truck. She
2. Tom had a dime. He was going to the store. On the way he met Harry and Peter, who were going to the store. Inside the store, Tom looked at the candy bars. He liked the kind of candy bar he liked. He could buy one for five cents. There were jelly beans too. He could get two for a dime. Tom

Questions

Refer to bulletin board display or teacher-gathered ads.

1. What do you call these signs?
2. Why are ads used?
(to get people to buy)
3. Why are famous people used in ads?
4. Since people's money is limited, how do they decide what to buy?
5. Can you think of a situation in which you might have chosen differently?

Activities

Group work. Students gather ads. Discuss why people buy the goods. For booklets, pupils take two ads—one item they would buy and one they would not buy—and tell why.

Set up situations where the child has a limited amount of money, e.g., what would you buy if you had twenty-five cents and could buy chocolate bars, gum, apples, candy, pop? Tell why they choose as they did.

Read "Wishes, Wishes, Wishes", page 59, **Families at Work**, and **Camera Patterns**.

Read decision stories from **Basic Social Studies Series - Living Together in the Neighborhood**.

Decision Stories To Finish

1. Marie had twenty-five cents to spend in the neighbourhood store. She saw a doll for fifteen cents and one for twenty-five cents. She liked the fifteen cent doll but the twenty-five cent doll was bigger and had a pink dress. Marie bought the twenty-five cent doll. On her way home, Marie saw her friends running to meet the ice cream wagon. She
2. Tom had a dime. He was going to the store to buy candy. On the way he met Harry and Peter, who went with him. Inside the store, Tom looked at the candy. He saw the kind of candy bar he liked. He could buy it for a dime. There were jelly beans too. He could get a lot of those for a dime. Tom

**Generalizations or
Values to be Stressed**

Questions

Activities

4. Packaging

Respect for others' needs
Honesty
Justice
Choosing

1. How are goods packaged?
2. Why are goods packaged?—
convenience, weight, cleanliness,
what ingredients, advertising,
customer protection (Canadian
Food Rules); safety (plastic,
glass), some people use the
package.
3. Can packaging be misleading?

Students bring sample packages (ahead of time)
Discuss the actual package.
Booklets. Find pictures of a variety of packages
because

Use examples to show—sometimes unable to
sometimes misrepresentation on package, e.g.
as good as the one on the package?

C. Conclusion

The culmination would first be approached as a class project in the areas of decision making, planning and supply. It would then be divided into group projects, each group or person being responsible for his or her job. This type of culmination would give the teacher an excellent chance to perform a subjective evaluation of the entire unit by observing the children and watching for the manifestation of internalized values.

The Supermarket—The class plan to set up a miniature supermarket in their room. Decisions would have to be made with regard to—which day, what time, how long, what items to bring, number of departments (e.g., popcorn, candy, cookies, toys, etc.), what classroom pupils in the school will be the customers.

After these decisions have been reached a letter and check-list could be sent to the parents to confirm the kind and amount of "merchandise" available. When this list is returned, the children would classify the items and list on a chart, thus arriving at a definite number of departments their store would consist of. The next step would be to divide the class into groups and assign each to a particular facet of running the store. You would require: advertising people, packaging people, cashier, people to set up counters, cleanup personnel, people to keep counters stocked, clerks, one or two people to act as manager throughout the operation. Make ads to advertise products that they are bringing to sell. Post ads in halls in advance.

Once divided, the children would have a possibly list what their particular jobs entail. They would then rotate among the groups, offering guidance if needed and afterwards the children gather in their class to discuss how things went, what was a particular success or why. The money from the sale would be listed and the operating expenses are listed, totalled and subtracted. Any remaining money is profit. Throughout the unit, the teacher would guide the various groups in their own jobs. As a final project the children could make booklets their ideas of their venture into the supermarket and what particular things they learned from it.

ns or
Stressed

Questions

Activities

1. How are goods packaged?

Students bring sample packages (ahead of time).

Discuss the actual package.

Booklets. Find pictures of a variety of packages. Items are packaged because

2. Why are goods packaged?—
convenience, weight, cleanliness,
what ingredients, advertising,
customer protection (Canadian
Food Rules), safety (plastic,
glass), some people use the
package.

3. Can packaging be misleading?

Use examples to show—sometimes unable to see the whole product,
sometimes misrepresentation on package, e.g., will your cake look
as good as the one on the package?

would first be approached as a class project in the
ing, planning and supply. It would then be divided
each group or person being responsible for his or
culmination would give the teacher an excellent
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and assign each to a particular facet of running the
require: advertising people, packaging people,
et up counters, cleanup personnel, people to keep
rks, one or two people to act as manager through-
ake ads to advertise products that they are bringing
alls in advance.

Once divided, the children would have a group discussion and
possibly list what their particular jobs entail. They are then responsible
for carrying them out in the best possible way. The teacher could
rotate among the groups, offering guidance if requested. The sale is
held and afterwards the children gather in their groups to discuss with
the class how things went, what was a particularly good feature and
why. The money from the sale would be listed and totalled. The oper-
ating expenses are listed, totalled and subtracted from the proceeds.
Any remaining money is profit. Throughout the various stages of the
conclusion the teacher would guide the various groups to review what
they had covered throughout the unit, particularly in relation to their
own jobs. As a final project the children could perhaps write in their
booklets their ideas of their venture into the supermarket business and
what particular things they learned from it.

Teachers' Checklist:

1. Pupil shares ideas and materials willingly.
2. Pupil shows consideration for others by waiting his turn.
3. Pupil displays responsibility by collecting materials and bringing them to school.
4. Pupil shows understanding or respect for others' feelings in role playing.
5. Pupil shows ability to reach decisions on the basis of materials presented.

1. Group Work

1. Group Work
 - a. How well did we share our materials today?
 - b. Did I do my job as well as I could?
 - c. Did I give any worthwhile ideas?
 - d. Did I put away all the materials I used?
 - e. How could we improve next time?
 - f. Did I keep the group from working by interrupting, too much talking about other things or pushing and bothering the others in my group?
 - g. Was I polite?
2. Listening
 - a. Did I get ready to listen?
 - b. Did I look at the speaker?
 - c. Did I keep very quiet?
 - d. Did I have a question in mind as I listened?
 - e. Did I get an answer to my question?
 - f. Did I act as if the speaker had something important to tell me?
 - g. Did I listen so well that I can retell what I heard?
3. Oral Reporting
 - a. Did I have something worthwhile to say?
 - b. Were my ideas in order?
 - c. Did I look at my listener?
 - d. Did I talk to them in a conversational tone, neither too loud nor too soft?

Very . Rare

[illegible]

- e. Did I pronounce my words correctly so the listeners could tell what I was saying?
- f. Have I done a good job of reporting?

4. Booklets

- a. Is my booklet the best I could make it?
- b. Did I find good pictures to illustrate each point?
- c. Did I paste, colour, draw and print as neatly as I could?
- d. Did I think about the question asked and write a good answer?

5. Knowledge

- a. Do I know what employer, employee, customer and advertising mean?
- b. Can I name the workers in the store and tell about their jobs and how their work affects others?
- c. Can I explain the graph we made?

Often	Sometimes	Very Rarely

The following is a list of questions. Half of these can be used after Learning Experiences B1 and the other half at the

Equality

1. Do you think that the person whose work it is to fill the shelves is as important as the person who one's job in the supermarket is important.)

Interdependence

2. If one of the persons who works in the produce department is away from work for two days, will the other workers miss him?
3. Will the person who is ill be missed by the customers?
4. Does it matter if the milk truck breaks down?

Responsibility

5. If the janitor has not cleaned the supermarket should the manager 'phone him to see what happened?
6. Does the carry-out boy who whistles while he works and hurries back into the store give bad service?
7. If you are a worker and you are going to be away from work should you tell the manager?
8. Should a customer who gets a can of spoiled peas get angry at the person who fills the shelves?
9. Is a cashier who never says anything doing a good job?

Cooperation

10. Would the manager feel tired at the end of the day?
11. A customer when getting a paper bag for apples, pulls out other bags that drop to the floor. Should the cashier pick them up?
12. Should the shelf worker help the customer find the products?
13. If employees do not cooperate with each other do you think the supermarket would run smoothly?

Honesty

14. When the cashier becomes ill at work should another cashier take over for her?
15. Baskets of tomatoes are selling for 75 cents. Should a customer exchange tomatoes in the baskets for big ones in the basket he is going to buy?
16. When the sales clerk stays home to watch the N.H.L. finals should he 'phone in that he is sick?
17. Should the shelf boy take a chocolate bar when unpacking the candy?

pronounce my words correctly so the listeners
tell what I was saying?

I done a good job of reporting?

booklet the best I could make it?

find good pictures to illustrate each point?

paste, colour, draw and print as neatly as I could?

think about the question asked and write a good
r?

ge

know what employer, employee, customer and ad-
ng mean?

name the workers in the store and tell about their
nd how their work affects others?

explain the graph we made?

Often	Sometimes	Very Rarely	Never

g is a list of questions. Half of these can be used after Learning Experiences B1 and the other half at the conclusion of the unit.

1. Do you think that the person whose work it is to fill the shelves is as important as the person who is the cashier? (Every-
one's job in the supermarket is important.)
2. If one of the persons who works in the produce department is away from work for two days, will this affect the other
workers?
3. Will the person who is ill be missed by the customers?
4. Does it matter if the milk truck breaks down?
5. If the janitor has not cleaned the supermarket should the manager 'phone him to see what happened?
6. Does the carry-out boy who whistles while he works and hurries back into the store give bad service?
7. If you are a worker and you are going to be away from work should you tell the manager?
8. Should a customer who gets a can of spoiled peas get angry at the person who fills the shelves?
9. Is a cashier who never says anything doing a good job?
10. Would the manager feel tired at the end of the day?
11. A customer when getting a paper bag for apples, pulls out other bags that drop to the floor. Should he leave them on the
floor for the produce worker to pick up?
12. Should the shelf worker help the customer find the products?
13. If employees do not cooperate with each other do you think the supermarket would run smoothly?
14. When the cashier becomes ill at work should another cashier take over for her?
15. Baskets of tomatoes are selling for 75 cents. Should a customer exchange tomatoes in the baskets so that he will get all
big ones in the basket he is going to buy?
16. When the sales clerk stays home to watch the N.H.L. finals should he 'phone in that he is sick?
17. Should the shelf boy take a chocolate bar when unpacking the candy?

Loyalty

18. Is Bob, the butcher, performing his duties if when he sees the price marker coming in late he hurries to
19. The workers in a supermarket have twenty minutes for coffee in the morning. One worker meets a friend
he take ten minutes more to visit with his friend?

Neighbourhood

20. It is one minute before closing time at the store. Should the cashier take time to wait on a customer?
21. Do you think you should shop in a supermarket in another neighbourhood if there is one in your ne
22. If your father wanted the store to order him some garden fertilizer, would they?
23. Does a supermarket help people in a neighbourhood to be be more neighbourly?

Goals

24. Do you think that a supermarket in your neighbourhood should stock Italian, Chinese, German, etc. fo
25. Should the manager hire Joe who wants to buy his family a Christmas turkey, instead of Jack who w
himself a pellet gun?

Division of Labour

26. Does everyone in the store have the same duties to perform?
27. Do you think a person in a little country store works harder than a person working in a supermarket

Cleanliness

28. It does not matter how clean you are as long as you do your job well.

Advertising

29. We should buy only those products that are advertised by famous people.
30. You should always buy the cheapest product.

Notes:

18. Is Bob, the butcher, performing his duties if when he sees the price marker coming in late he hurries to tell the manager?
19. The workers in a supermarket have twenty minutes for coffee in the morning. One worker meets a friend at coffee. Should he take ten minutes more to visit with his friend?
20. It is one minute before closing time at the store. Should the cashier take time to wait on a customer?
21. Do you think you should shop in a supermarket in another neighbourhood if there is one in your neighbourhood?
22. If your father wanted the store to order him some garden fertilizer, would they?
23. Does a supermarket help people in a neighbourhood to be be more neighbourly?
24. Do you think that a supermarket in your neighbourhood should stock Italian, Chinese, German, etc. food?
25. Should the manager hire Joe who wants to buy his family a Christmas turkey, instead of Jack who wants money to buy himself a pellet gun?
26. Does everyone in the store have the same duties to perform?
27. Do you think a person in a little country store works harder than a person working in a supermarket?
28. It does not matter how clean you are as long as you do your job well.
29. We should buy only those products that are advertised by famous people.
30. You should always buy the cheapest product.

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Notes:

WOULD YOU LIKE TO LIVE IN A BOOM TOWN?

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Grade Four Social Studies Sample Unit

WOULD YOU LIKE TO LIVE IN A BOOM TOWN?

OVERVIEW

The major purpose of this unit is to allow students to consider the effects of industrialization on people and their environment. This unit relates to the "master curriculum" by attending to questions concerning the dignity of man, justice, and equality. These questions provide the stimulus for developing problem-solving skills and, more specifically, locating and utilizing non-textual resources. The "big ideas" around which learning opportunities are organized are the related concepts of causality and change. Emphasis is placed upon other concepts from geography and sociology.

A major teaching-learning strategy to be employed in this unit is "role-playing".

"Boom Town" in this unit is Fort McMurray.

OBJECTIVES

A. Value Objectives

Students should clarify, through activities suggested later in this unit, personal and social values relating to questions such as:

1. Are indigenous people treated justly when industrialization occurs?
2. Does the development of industry improve the quality of life for individuals and/or groups?
3. Does the development of industry allow people to retain their individual identities?
4. Does industry affect social conventions (customs, mores, myths, folklores, religion, etc.)?

B. Skill Objectives

1. Students should apply problem-solving techniques to problems faced by people in newly-industrialized areas by:

- (a) Identifying and clarifying the problem
- (b) Formulating hypotheses
- (c) Collecting a representative sample of the data
 - (i) Locating information from newspapers, magazines and pamphlets
 - (ii) Reading maps and globes
 - a. orienting a map and noting directions
 - b. locating places on maps and globes
 - c. using scale and computing distances
 - d. interpreting map symbols and visualizing what they represent
 - e. comparing maps and drawing inferences
 - (iii) Reading pictures, charts, graphs and tables
- (d) Classifying data
 - (i) Comparing information about a topic drawn from two or more sources to recognize agreement or contradiction and to decide which source or sources are more acceptable
- (e) Analyzing the data and evaluating the data
- (f) Proposing a possible course or courses of action on these problems.

2. Students should develop an awareness of time and chronology by:

- (a) Identifying some specific date—consider events as points of orientation in time
- (b) Comparing the past to the present in the study of change and continuity in newly-industrialized areas.

C. Knowledge Objectives

Students should be able to use specific data in the following generalizations relating to causality:

1. Industry locates where resources are available and relocates in order to promote the development of resources.
2. Industry develops as people demand certain products.
3. Cooperation and conflict affect the success of industry: people are willing to cooperate; others view industry as a threat to their way of living.
4. Faced with change in situations, people have many alternatives.
5. Change induces further change (concepts: cause and effect).
6. Technological change results in new production methods and creates new demands.
7. Technological change produces changes in people's life patterns: not all changes are desirable.

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time

past to the present in the study of change

n newly-industrialized areas.

C. Knowledge Objectives

Students should be able to use specific data in order to formulate the following generalizations relating to causality and change:

1. Industry locates where resources are available: people are often relocated in order to promote the development of natural resources.
2. Industry develops as people demand certain products.
3. Cooperation and conflict affect the success of an industry. Some people are willing to cooperate: others view the project as a threat to their way of living.
4. Faced with change in situations, people have a choice of many alternatives.
5. Change induces further change (concepts: cause-effect relationships).
6. Technological change results in new products and new production methods and creates new demands.
7. Technological change produces changes in physical environment and in people's life patterns: not all changes are beneficial.

Learning Experiences	Objective	Related Materials and Activities
Opener		
1. (a) Read "Tommy's Turn"	A2 A3	<p data-bbox="1530 1002 1759 1081">Tommy's Turn by Frank Finney</p> <p data-bbox="1104 1126 1862 1594">Reno Starkey piled another shovelful of sawdust on the floor of his house and leaned reflectively on the wall that seemed to be sleeping. For as long as he could remember his family had been running the place. He ran east toward the noise of the growing town. Each sound, each sight comfortably familiar to him, resonated the excitement and energy by the trailer houses, smart new store fronts, roads and bridges. He shared doubts and apprehensions as readily as they shared hopes as freely as the tools they loaned and as easily as if the new development would change the lives of his family. His drive from the city, was much the way it must have been when he traded his mule for a breaking plough and rested his drowsy head on the brown earth of the Starkey Farm. Now, he had another drive. A boom town they called it. Things were changing.</p> <p data-bbox="1104 1600 1862 2458">Glancing at his watch he was reminded that his brother would soon be back from the hospital to help fix the house before winter. Many of the heavier jobs on the farm were transferred to him when his father became unable to graze. His arthritis worsened. For two months he had carried the full weight. Starkey received treatment at the city Veterans' Hospital. He picked up the phone, ring and acknowledged with one hand, his mother's knock at the window, while with the other he leaned the wide shovel against the closed entrance door. Janet Starkey, his wife, opened the kitchen. Speaking softly, more to herself than anyone else, she said, "It's for you. I think it's someone at the new plant, a job." Reno could see through the partly-open door, his mother at the kitchen table preparing supper. She always worked with her back to the receiver down, Reno turned toward the table, noticing her hands in her apron, time and time again. "Are you hungry? I have some fresh bread in the cupboard and juice in the cool box." "Up." Reno nodded and sitting on the rough bench beside the door was the manager of the new refracting plant. He offered Reno a hand. "He wants me to start next week. I have to call him sometime tonight." "Well! Shann can help out more than I can." "He can't come home weekends and then back into town. Since he took that job, he's not helped out one bit around the house. He has to feed and machinery to fix, not to mention the jobs around the town."</p>

nces	Objective	Related Materials and Activities
d "Tommy's Turn"	A2 A3	<p style="text-align: center;">Tommy's Turn by Frank Finney</p> <p>Reno Starkey piled another shovelful of sawdust against the side of the house and leaned reflectively on the wall that seemed to heave and sag like a man sleeping. For as long as he could remember his family had lived on this land that ran east toward the noise of the growing town. Each surrounding farmhouse, comfortably familiar to him, resonated the excitement and conversation created by the trailer houses, smart new store fronts, roads and new people. Neighbors shared doubts and apprehensions as readily as they shared happy times and exchanged hopes as freely as the tools they loaned and borrowed. He wondered if the new development would change the lives of his family. This land, a day's drive from the city, was much the way it must have been when his grandfather traded his mule for a breaking plough and rested his dream of a gold claim in the brown earth of the Starkey Farm. Now, he had another neighbor, a fast growing town. A boom town they called it. Things were changing fast.</p> <p>Glancing at his watch he was reminded that his brother Shann and Tommy his son would soon be back from the hospital to help finish the job of insulating the house before winter. Many of the heavier jobs on the farm had been gradually transferred to him when his father became unable to grasp or lift as the crippling arthritis worsened. For two months he had carried the full load of work while Mr. Starkey received treatment at the city Veterans' Hospital. Just then he heard the phone ring and acknowledged with one hand, his mother beckoning from the window, while with the other he leaned the wide shovel against the siding. As he closed the entrance door, Janet Starkey, his wife, opened the door which led into the kitchen. Speaking softly, more to herself than anyone else she said, "Come on, it's for you. I think it's someone at the new plant, a job maybe." As he listened, Reno could see through the partly-open door, his mother busying herself around the kitchen table preparing supper. She always worked when she worried. She said that it helped her to keep from talking too much and upsetting folks. Putting the receiver down, Reno turned toward the table, noticing his mother wiping her hands in her apron, time and time again. "Are you hungry?" Janet asked, "There's some fresh bread in the cupboard and juice in the cool room that should be used up." Reno nodded and sitting on the rough bench beside the table confided, "That was the manager of the new refracting plant. He offered me a job as a machine minder. He wants me to start next week. I have to call him as soon as I've decided, sometime tonight." "Well! Shann can help out more than he does," his wife replied. "He can't come home weekends and then back into town every day like he does. Since he took that job, he's not helped out one bit around here. There's livestock to feed and machinery to fix, not to mention the jobs around here that need doing."</p>

Learning Experiences

Objective

Related Materials and Activities

The quiet that ensued was disturbed by the pup yelping up at the the yard. Stopping beside the house, the door swung wide of the the dog. Slowly and deliberately, out climbed the owner of the to look around and waited as a young boy, skates over one sh hockey stick in front of him like a high wire artist, jumped dov bed. He swung his arm around the old man who leaned on patiently for niece help from the truck driver who was busy tea

"Come on Shann, stop fooling around," the old man said take pills in my own house as in that hospital. Mother here can of me as them there nurses. Take my arm will you, Shann. To Get you inside out of this night air." His grandson put his equ porch and opened the kitchen door. Everyone inside spoke loudl There was a warm welcoming for them all and before long T grandfather's eyes brightened as he relate'd his experiences in t

"How them folks stand to live amongst all that noise a "is a mystery to me. I couldn't abide a life like that". Then beco than anyone had ever seen him before, he turned his eyes toward "You know, mother, I'm not one for talking much about feelin's a women, but lying in that hospital bed set me to thinking. The c ever be happy is living right here on this piece of land. It's not best, but everything that's good or bad in me has gone into it. I grandsons to have it when I'm gone. I haven't got anything c them. No money to speak of, ain't had no learning, no nothin' pass on, just this land. It'll look after you fer me when I die." N silence seemed to last and last. Sensing the uneasiness, the ol "Besides, I've had so much of that gold treatment that my fat claim on me if he were alive. I've a mind to be in my own he making improvement, so here I'll abide. There's sufficient help farm, I'll supervise from now on, isn't that right Tommy?" Th his grandson to his side. Tommy winced in pain and held his g away from his side.

"What's the matter Tommy?" his mother questioned. "A "Too much hockey, that's all," said Shann, interrupting. "He t stick all the way into the city to play on a proper rink with re all evening yesterday and this morning too. What that guy woul of hockey."

"I'm okay," Tommy replied, "It's just a sore rib I think rink with floodlights too. The kids play in teams with uniforms told me I could play if I was going to be around. That would be "Leagues are being formed in town," his mother said turning

Objective

Related Materials and Activities

The quiet that ensued was disturbed by the pup yelping up at the truck that entered the yard. Stopping beside the house, the door swung wide of the cab, bowling over the dog. Slowly and deliberately, out climbed the owner of the farm. He stopped to look around and waited as a young boy, skates over one shoulder, holding a hockey stick in front of him like a high wire artist, jumped down from the truck bed. He swung his arm around the old man who leaned on the boy, waiting patiently for more help from the truck driver who was busy teasing the pup.

"Come on Shann, stop fooling around," the old man said. "I might as well take pills in my own house as in that hospital. Mother here can take as much care of me as them there nurses. Take my arm will you, Shann. Tommy, you go on. Get you inside out of this night air." His grandson put his equipment inside the porch and opened the kitchen door. Everyone inside spoke loudly with excitement. There was a warm welcoming for them all and before long Tommy noticed his grandfather's eyes brightened as he related his experiences in the city.

"How them folks stand to live amongst all that noise and dirt," he said, "is a mystery to me. I couldn't abide a life like that". Then becoming more solemn than anyone had ever seen him before, he turned his eyes toward his wife and said, "You know, mother, I'm not one for talking much about feelin's and stuff, that's for women, but lying in that hospital bed set me to thinking. The only place I could ever be happy is living right here on this piece of land. It's not the biggest or the best, but everything that's good or bad in me has gone into it. I want my sons and grandsons to have it when I'm gone. I haven't got anything else fitten to leave them. No money to speak of, ain't had no learning, no nothin' I was good at to pass on, just this land. It'll look after you fer me when I die." No one spoke. The silence seemed to last and last. Sensing the uneasiness, the old man continued. "Besides, I've had so much of that gold treatment that my father would stake a claim on me if he were alive. I've a mind to be in my own home when I'm not making improvement, so here I'll abide. There's sufficient help here to run this farm, I'll supervise from now on, isn't that right Tommy?" The old man pulled his grandson to his side. Tommy winced in pain and held his grandfather's hand away from his side.

"What's the matter Tommy?" his mother questioned, "Are you all right?" "Too much hockey, that's all," said Shann, interrupting. "He took his skates and stick all the way into the city to play on a proper rink with real nets. He played all evening yesterday and this morning too. What that guy wouldn't do for a game of hockey."

"I'm okay," Tommy replied, "It's just a sore rib I think. They have a real rink with floodlights too. The kids play in teams with uniforms and coaches. One told me I could play if I was going to be around. That would be cool wouldn't it?" "Leagues are being formed in town," his mother said turning toward Tommy's

Learning Experiences	Objective	Related Materials and Activities
<p>(b) Role-play alternative conclusions to "Tommy's Turn".</p> <p>2. (Alternative openers)</p> <p>(a) Show film such as "Boomsville".</p> <p>(b) Conduct a public interview designed to reveal attitudes toward or about "new" and "old".</p>	<p>A1 A4</p>	<p>father. "And the school has a swimming pool too. If you buy a house in town." "What job is that?" asked Shann, the plant?" It wasn't long before Tommy's father was explaining during the afternoon. Everyone listened. "What are you Tommy questioned, "What are you going to tell the man replied, "What do you think we should do Tommy?" Tommy looking at him. What could he say?</p> <p>See Raths et al, p. 142ff for directions on how to conduct this instance, the interview might include questions such as</p> <ol style="list-style-type: none"> 1. Have you anything new of which you are particularly proud? 2. Do you still have any toys which you had as a child? 3. How do you feel about those toys? 4. When you are visiting a strange place, what do you do? 5. How long have you been buddies with your best friends often? 6. Do you like starting school in a new classroom? What are the advantages? disadvantages? 7. Has your family ever moved? Were you glad to move? Were you glad to stay put?
<p>Development</p> <p>3. Show bucketwheel picture from the cover of Our Sun. Ask questions such as:</p> <ol style="list-style-type: none"> (a) Does anyone know what this is? (b) Establish size by relating to man standing on side. (c) Try to find clues for possible uses (Draw attention to buckets). (d) What might this be connected to on the left of the picture? (e) What kind of materials do you think are being dug by this machine? (Note sticky substance on buckets.) (f) Where would this machine be used and why? 	<p>B1 Ciii</p>	<p>Picture of excavator bucketwheel (Cover of Our Sun, At</p>

es	Objective	Related Materials and Activities
<p>play alternative conclusions Tommy's Turn".</p> <p>ve openers)</p> <p>film such as nsville".</p> <p>uct a public interview ed to reveal attitudes d or about "new" and</p> <p>cketwheel picture from the ur Sun. Ask questions such</p> <p>anyone know what this is? lish size by relating to man ng on side.</p> <p>o find clues for possible uses w attention to buckets).</p> <p>might this be connected to e left of the picture?</p> <p>kind of materials do you are being dug by this ine? (Note sticky substance uckets.)</p> <p>e would this machine be and why?</p>	<p>A1 A4</p> <p>Bl Ciii</p>	<p>father. "And the school has a swimming pool too. If you took that job we could buy a house in town." "What job is that?" asked Shann, "Do you have a job at the plant?" It wasn't long before Tommy's father was explaining what had happened during the afternoon. Everyone listened. "What are you going to do Dad?" Tommy questioned, "What are you going to tell the man?" "I'm not sure," he replied, "What do you think we should do Tommy?" Tommy knew everyone was looking at him. What could he say?</p> <p>See Raths et al, p. 142ff for directions on how to conduct a public interview. In this instance, the interview might include questions such as:</p> <ol style="list-style-type: none"> 1. Have you anything new of which you are particularly proud? 2. Do you still have any toys which you had as a pre-schooler? 3. How do you feel about those toys? 4. When you are visiting a strange place, what do you like most? Least? 5. How long have you been buddies with your best friend? Do you change friends often? 6. Do you like starting school in a new classroom each September? What are the advantages? disadvantages? 7. Has your family ever moved? Were you glad of the change? (Or, were you glad to stay put?) <p>Picture of excavator bucketwheel (Cover of Our Sun, Autumn, 1967)</p>

Learning Experiences	Objective	Related Materials and Activities
<p>Responses to the above questions should give the teacher an idea of how many children are aware of what is happening at Ft. McMurray and some idea as to the extent of the knowledge. (Alternate method—Discovery Approach—yes or no answers to student questions).</p>		
<p>4. Have students prepare bulletin board display to show the variety of products which consumers demand from the petroleum industry. Discuss questions such as:</p> <p>(a) Why is there change?</p> <p>(b) Do individuals change as a result of having more products at their disposal?</p> <p>(c) Does society change as a result of new products?</p>	<p>B1 Ci</p>	<p>Include pictures of all products of the petroleum and petro-ch</p>
<p>5. To meet the demands indicated by the bulletin board display ask students to hypothesize as to how oil might be extracted from the tar sands.</p>	<p>B1b C2 C6</p>	<p>Students can test their hypotheses by reviewing evidence conc extracting oil from tar sands. Such evidence is cited in Our S Compare with other sources.</p>
<p>6. Ask students to hypothesize when and why Ft. McMurray was established. Have groups investigate the various periods in Ft. McMurray's history. Write playlets suitable for videotaping to show how and why Ft. McMurray has developed through the years. Prepare time line illustrating the history of Ft. McMurray.</p>	<p>B1b B1di</p>	<p>How many fathers ago? To make the passage of time more me relate to number of generations ago that a certain event hap is four fathers old, using approximately 25 years per genera Pond came to the area 8 fathers ago (1778). (Senesh—Our Since the main focus of this study is present day, it is sugges narrate an historical sketch of Fort McMurray, including p mentioned on the time line which follows. It is suggested th the above sketch to the present location of Fort McMurray, e.g point from railway to barge, etc.</p>

	Objective	Related Materials and Activities
<p>above questions should have some idea of how many of what is happening and some idea as to the knowledge. (Alternate Approach—yes or no questions).</p> <p>prepare bulletin board the variety of products and demand from the country.</p> <p>such as:</p> <p>change?</p> <p>als change as a result of more products at their</p> <p>y change as a result of ts?</p> <p>hands indicated by the display ask students to to how oil might be the tar sands.</p> <p>hypothesize when and array was established. investigate the various McMurray's history. suitable for videotaping and why Ft. McMurray through the years. Pre-illustrating the history y.</p>	<p>B1 Ci</p> <p>B1b C2 C6</p> <p>B1b B1di</p>	<p>Include pictures of all products of the petroleum and petro-chemical industries.</p> <p>Students can test their hypotheses by reviewing evidence concerning the secret of extracting oil from tar sands. Such evidence is cited in Our Sun, Autumn, 1967. Compare with other sources.</p> <p>How many fathers ago? To make the passage of time more meaningful to children, relate to number of generations ago that a certain event happened, e.g. Canada is four fathers old, using approximately 25 years per generation. Likewise Peter Pond came to the area 8 fathers ago (1778). (Senesh—Our Working World). Since the main focus of this study is present day, it is suggested that the teacher narrate an historical sketch of Fort McMurray, including points such as those mentioned on the time line which follows. It is suggested that the teacher relate the above sketch to the present location of Fort McMurray, e.g. Fur trade, Transfer point from railway to barge, etc.</p>

ces	Objective	Related Materials and Activities																						
		<p>Time Line—Using concepts such as the number line introduced by the Seeing Through Arithmetic program, it is suggested that the time line be used to show passage of time as a continuous pinpointing of highlights in man's past as points of reference. Example which could be used for Fort McMurray:</p> <table><tr><td>1970</td><td>1970's—Full-scale production</td></tr><tr><td>1 father ago (1945)</td><td>1960's—Construction of GCOS project</td></tr><tr><td>2 fathers ago (1920)</td><td>1950's—Oil Companies interested in reserves</td></tr><tr><td></td><td>1940's—Successful hot water separation process</td></tr><tr><td>3 fathers ago (1895)</td><td>1915 —Raw tar sand used to pave street in Edmonton</td></tr><tr><td>4 fathers ago (1870)</td><td>1870 —Hudson Bay Company rebuilt settlement</td></tr><tr><td>5 fathers ago (1845)</td><td>1850's—Fur trading post abandoned</td></tr><tr><td>6 fathers ago (1820)</td><td></td></tr><tr><td>7 fathers ago (1795)</td><td></td></tr><tr><td>8 fathers ago (1770)</td><td>Fur trading post established by Peter Pond, Northwest Company</td></tr><tr><td>(great, great, great, great, great, great, grandfather)</td><td></td></tr></table>	1970	1970's—Full-scale production	1 father ago (1945)	1960's—Construction of GCOS project	2 fathers ago (1920)	1950's—Oil Companies interested in reserves		1940's—Successful hot water separation process	3 fathers ago (1895)	1915 —Raw tar sand used to pave street in Edmonton	4 fathers ago (1870)	1870 —Hudson Bay Company rebuilt settlement	5 fathers ago (1845)	1850's—Fur trading post abandoned	6 fathers ago (1820)		7 fathers ago (1795)		8 fathers ago (1770)	Fur trading post established by Peter Pond, Northwest Company	(great, great, great, great, great, great, grandfather)	
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Fort McMurray on maps by Directional Baseball and/or Detective.	BIC2	<p>Directional Baseball</p> <p>Two teams are seated at opposite sides of the room. Each player has a map of Alberta before him. A large map of Alberta is displayed at the front of the room. The bases for the diamond are at each corner of the room. Each team arranges its own batting order and makes up several questions: such as, "What direction is Fort McMurray from our town?" and "What direction is our town from Fort McMurray?" (Each on separate slips of paper.) The batter comes to home plate where a large map is located. The pitcher picks up a question from a hat and asks the batter. The umpire acts as timer and judge. He also points to places named on the large map. Use 5 to 10 seconds, depending on general skill of class. If the batter answers correctly, he goes to first base. If he answers incorrectly, he is out. As successive batters answer, each player on the base advances one. At the end of three outs, count the number who came home and the other team goes to bat.</p>																						

Learning Experiences	Objective	Related Materials and Activities
<p>8. Determine who lives at Fort McMurray. Compare composition of populations before and after oil boom.</p>	<p>A1 A2 A3 A4 B1Ciii</p>	<p>Map Detective A student gives the description of a symbol, direction or location on a map, and asks a question about it, e.g. "What is the small town of Fort McMurray?" The students who successfully answer the question refer to Atlas of Alberta pages 43-45, 51-59, 62ff, and to "Fort McMurray"—Alberta Government Publicity Bureau, Edmonton.</p> <p>Read the following description of Fort McMurray:</p> <p>Fort McMurray—Observations of an Old-Timer The Cree name for Fort McMurray is Nistawyou—where two rivers meet. Indeed Fort McMurray is a meeting place. Not only does the River Clearwater meet the River Athabasca but the Old West meets Southern Civilization; the railroad meets the river trade; the European Race meets the Indian Race; the affluent oil-workers meet the people on welfare; the people of the bush—forest workers, Bay Managers, R.C.M.P.—confront the people of the city; the rich; yesterday meets today.</p> <p>What people live in Fort McMurray? Here is a Plant Manager's split-level home. In summer there is a barbecue on his patio, he is ready, hitched to take his boat to the lake; in winter he goes home in a cab-truck and his children enjoy themselves on snowmobiles. On the hill, in a low-rental home, lives a Metis family. The father works in summer; in winter he works a trap-line. His older children work on the barges return from the northern lakes; his wife will work at a hospital to make money for the family, yet often they will need it.</p> <p>Franklin Avenue, the town's main street, is as clean and modern as shopping centres across Canada; yet it begins in a muddy ditch on the Athabasca and one mile and a half further south crosses a bridge and disappears into bush and muskeg. A half mile further on through the settlement of Waterways—also part of the town of Fort McMurray—people here are on welfare for part of the year. There is a tiny town with empty churches, a small café and one very dismal general store. An old Chinese gentleman. In Waterways nearly half the homes are scheduled for clearance and modern replacement. Many have no water. The Indian homes on the river side of the track are out at break-up. Many of the river jetties are collapsing into the water because of the collapse of local river trade.</p>

o lives at Fort Mc-
pare composition of
ore and after oil boom.

Objective

Related Materials and Activities

Map Detective

A student gives the description of a symbol, direction or location etc. on the map, and asks a question about it, e.g. "What is the small green triangle south of Fort McMurray?" The students who successfully answer the question, score. Refer to Atlas of Alberta pages 43-45, 51-59, 62ff, and to "Survey of Fort McMurray"—Alberta Government Publicity Bureau, Edmonton.

Read the following description of Fort McMurray:

Fort McMurray—Observations of an Old-Timer

The Cree name for Fort McMurray is Nistawyou—meaning the place where two rivers meet. Indeed Fort McMurray is a meeting place in many ways. Not only does the River Clearwater meet the River Athabasca but North Canada meets Southern Civilization; the railroad meets the river transport system; the European Race meets the Indian Race; the affluent oil-worker lives side by side with people on welfare; the people of the bush—forest workers, trappers, Hudson Bay Managers, R.C.M.P.—confront the people of the city; the poor meet the rich; yesterday meets today.

What people live in Fort McMurray? Here is a Plant Manager in a modern split-level home. In summer there is a barbecue on his patio, his car has a trailer ready, hitched to take his boat to the lake; in winter he goes hunting in his crew cab-truck and his children enjoy themselves on snowmobiles. At the bottom of the hill, in a low-rental home, lives a Metis family. The father works river barges in summer; in winter he works a trap-line. His older children will pack fish when the barges return from the northern lakes; his wife will work as a cleaner in the hospital to make money for the family, yet often they will need welfare assistance.

Franklin Avenue, the town's main street, is as clean and modern as many shopping centres across Canada; yet it begins in a muddy dike by the River Athabasca and one mile and a half further south crosses a railway track and disappears into bush and muskeg. A half mile further on through the bush is the settlement of Waterways—also part of the town of Fort McMurray. Many of the people here are on welfare for part of the year. There is a tiny post office, two empty churches, a small café and one very-dismal general store managed by an old Chinese gentleman. In Waterways nearly half the homes are shacks—although most are scheduled for clearance and modern replacement. Many have power but no water. The Indian homes on the river side of the track are regularly-flooded out at break-up. Many of the river jetties are collapsing into the river—a symbol of the collapse of local river trade.

A1
A2
A3
A4
B1Ciii

Learning Experiences	Objective	Related Materials and Activities
<p>9. Consider the question, "How has GCOS affected life at Fort McMurray?"</p>	<p>A C5 C7</p>	<p>So this is Fort McMurray—the City in the Bush—town and 278 miles north of Edmonton. Above all it is a town where the changes are only too obvious to its people. The well-to-do population is looking to the future, but worries whether the Oil Sands Plant will fill the gap. If they are envious of the oil workers, they worry whether there is a future for them.</p> <p>It is suggested that teachers refer to Rath's book for more information (see bibliography) on how to use the following activities:</p> <p>Value Sheet</p> <p>Some people feel that industry brings about a better way of life and that the benefits outweigh the disadvantages. Some people feel that industry brings about a better way of life and that the benefits outweigh the disadvantages. Some people feel that industry brings about a better way of life and that the benefits outweigh the disadvantages.</p> <ol style="list-style-type: none"> Write your reaction to the above statement. Do you agree with this statement? Why or why not? Does the statement produce a strong feeling in you? What feeling does it produce? List examples supporting your agreement with the statement. List examples supporting your disagreement with the statement. Are you clear how you feel about this statement? Is this a fair statement? Why do you think so? Do you think you would feel the same way about the statement if you were: <ul style="list-style-type: none"> —a person working in this industry —an unskilled worker with only a Grade VIII education —a Canadian of native ancestry —a businessman where the industry has located <p>Explain why you think you would feel that way.</p> <p>Compare and Contrast pictures on pp. 16 and 17 of Our World before and after pictures which appear on pages 16 and 17 of the handbook.</p>

	Objective	Related Materials and Activities
the question, "How has ected life at Fort Mc-	A C5 C7	<p>So this is Fort McMurray—the City in the Bush—125 miles from the next town and 278 miles north of Edmonton. Above all it is a town of contrasts. These are only too obvious to its people. The well-to-do population hopes for a richer future, but worries whether the Oil Sands Plant will fail. The poorer people are envious of the oil workers, they worry whether there is any future here at all.</p> <p>It is suggested that teachers refer to Rath's book for more information (see bibliography) on how to use the following activities:</p> <p>Value Sheet</p> <p>Some people feel that industry brings about a better way of living and anyone can benefit because of the changes that are taking place and the new things people can have.</p> <ol style="list-style-type: none"> Write your reaction to the above statement. Do you agree with this statement? Why or why not? Does the statement produce a strong feeling in you? What feeling does it produce? List examples supporting your agreement with the statement. List examples supporting your disagreement with the statement. Are you clear how you feel about this statement? Is this a fair statement? Why do you think so? Do you think you would feel the same way about this statement if you were: <ul style="list-style-type: none"> —a person working in this industry —an unskilled worker with only a Grade VIII education —a Canadian of native ancestry —a businessman where the industry has located <p>Explain why you think you would feel that way for each case.</p> <p>Compare and Contrast pictures on pp. 16 and 17 of <i>Our Sun</i>, Autumn, 1967 and before and after pictures which appear on pages IV-12 and IV-13 of this handbook.</p>

Learning Experiences	Objective	Related Materials and Activities
	A2	<p>Situation Dramatization: Confront students with the facts and them to dramatize the episode including a conclusion.</p> <p>e.g. Facts</p> <ul style="list-style-type: none"> i. Tribe of Chipewyan Indians own land on which oil been made. ii. A corporation has developed a new economical recovery <p>Situation—Tribe leaders and company representatives are matters; the payment of royalties, use of reserve land, development</p> <p>Role Play</p> <p>Time: Just before 1964</p> <p>Have signs giving time and place.</p> <p>Family—Mr. G. Cos, Mrs. G. Cos, Billy and Mary, residents are discussing what this new industry will mean to them</p> <p>Mr. G. Cos states: employment at home new recreation centre maybe a road from Fort McMurray</p> <p>Mrs. G. Cos states: more members to her church group new homes new schools larger stores for shopping</p> <p>Billy and Mary ask: What does industry bring for the children Have the class give them the answers.</p> <p>Contrived Incident</p> <p>Tom Crow lived in a small community, a tiny place, with scattered among the trees. Tom's house, which was the largest, had at one time been a meeting place for the people who lived gathered, when Mr. and Mrs. Crow with their large family, would pass the time of day, talk of fishing and hunting and to find Now, however, only Tom remained, and since he was away to most of the time, the house had fallen into disrepair.</p> <p>One day Tom came home early with some news for Longfoot. "I'm going to sell my land and the house with it to a ton. It's not much use to me because I'm away so much, and he price for it."</p> <p>The news spread quickly, and everyone wondered what would do with the land. "Maybe," they said, "he will build a new we can all meet together again."</p> <p>A few days later they heard more news. A Mr. Henderson was planning on building, not a big house, but a big new apartment neighbors knew what this meant. Bulldozers would come, knock</p>

Objective**Related Materials and Activities****A2**

Situation Dramatization: Confront students with the facts and situation and allow them to dramatize the episode including a conclusion.

e.g. **Facts**

- i. Tribe of Chipewyan Indians own land on which oil sands discovery has been made.
- ii. A corporation has developed a new economical recovery process.

Situation—Tribe leaders and company representatives are meeting to discuss matters; the payment of royalties, use of reserve land, development in the area, etc.

Role Play

Time: Just before 1964

Have signs giving time and place.

Family—Mr. G. Cos, Mrs. G. Cos, Billy and Mary, residents of Fort McMurray, are discussing what this new industry will mean to them:

Mr. G. Cos states: employment at home
 new recreation centre
 maybe a road from Fort McMurray

Mrs. G. Cos states: more members to her church group
 new homes
 new schools
 larger stores for shopping

Billy and Mary ask: What does industry bring for the children of the town?
 Have the class give them the answers.

Contrived Incident

Tom Crow lived in a small community, a tiny place, with only a few houses scattered among the trees. Tom's house, which was the largest in the community, had at one time been a meeting place for the people who lived nearby. They had gathered, when Mr. and Mrs. Crow with their large family, were living there, to pass the time of day, talk of fishing and hunting and to find out the latest news. Now, however, only Tom remained, and since he was away tending his trap lines most of the time, the house had fallen into disrepair.

One day Tom came home early with some news for his neighbor, Mr. Longfoot. "I'm going to sell my land and the house with it to a man from Edmonton. It's not much use to me because I'm away so much, and he's offered me a good price for it."

The news spread quickly, and everyone wondered what the new owner would do with the land. "Maybe," they said, "he will build a nice big house where we can all meet together again."

A few days later they heard more news. A Mr. Henderson, from Edmonton, was planning on building, not a big house, but a big new apartment building. Tom's neighbors knew what this meant. Bulldozers would come, knocking over the trees,









Learning Experiences	Objective	Related Materials and Activities
<p>10. Effects of Change Students should by now have developed some generalizations regarding the effects of change. Using the generalizations, they could now compare and contrast Fort McMurray to another area as the final step of validation in the problem-solving technique. Possible areas might include Hinton, Leduc, Grande Cache, Brazeau, Pincher Creek, Crowsnest Pass communities, etc.</p> <p>or</p> <p>11. Students should identify instances of change which are occurring in their local community. They should study the causes of these changes and the ways in which people are affected by them. Students may then wish to consider the desirability and feasibility of taking individual and/or group action on the problems associated with change</p>	<p>A B C</p> <p>A B C</p>	<p>frightening the animals, and dumping clay on the grass. Later, strangers with no interest in the community or its ways would come to live there. Some of neighbors, headed by Mr. Longfoot, went to see Tom to urge him to sell.</p> <p>"But I have to sell, because I need the money," said Tom. "I will sell to any one of you who can match Mr. Henderson's offer."</p> <p>They wondered if they could do anything except return home. Was there an answer?</p> <ol style="list-style-type: none"> What will Mr. Longfoot and his neighbors do now? Pupils suggest solutions or predict outcomes. Pupils re-enact the story, conveying the mood and feeling of the story. Pupils may re-enact the story, supplying added information along. Pupils may role-play a situation involving all of the following characters a year hence. <ul style="list-style-type: none"> —Mr. Longfoot —one of his neighbors —Mr. T. Crow —Mr. Henderson —one of the strangers

Objective	Related Materials and Activities						
<p>Change could by now have developed generalizations regarding of change. Using the gen- they could now compare t Fort McMurray to an- as the final step of valida- problem-solving technique. eas might include Hinton, rande Cache, Brazeau, eek, Crowsnest Pass com-</p> <p>or</p> <p>ould identify instances of ch are occurring in their unity. They should study of these changes and the ich people are affected by ents may then wish to con- desirability and feasibility individual and/or group e problems associated with</p>	<p>frightening the animals, and dumping clay on the grass. Later, strangers who had no interest in the community or its ways would come to live there. So a delegation of neighbors, headed by Mr. Longfoot, went to see Tom to urge him not to sell.</p> <p>"But I have to sell, because I need the money," said Tom. "I'll gladly sell to any one of you who can match Mr. Henderson's offer."</p> <p>They wondered if they could do anything except return home and forget it.</p> <p>Was there an answer?</p> <ol style="list-style-type: none"> What will Mr. Longfoot and his neighbors do now? Pupils may offer solutions or predict outcomes. Pupils re-enact the story, conveying the mood and feeling of each section. Pupils may re-enact the story, supplying added information as they go along. Pupils may role-play a situation involving all of the following characters a year hence. <table border="0"> <tr> <td>—Mr. Longfoot</td> <td>—Mr. T. Crow</td> </tr> <tr> <td>—one of his neighbors</td> <td>—Mr. Henderson</td> </tr> <tr> <td></td> <td>—one of the apartment residents</td> </tr> </table> 	—Mr. Longfoot	—Mr. T. Crow	—one of his neighbors	—Mr. Henderson		—one of the apartment residents
—Mr. Longfoot	—Mr. T. Crow						
—one of his neighbors	—Mr. Henderson						
	—one of the apartment residents						
<p>A B C</p>							
<p>A B C</p>							

Learning Experiences	Objective	Related Materials and Activities
Evaluation		Values Inventory For "Would You Like to Live in a Boom Town"
12. Evaluating the attainment of value objectives	A1, 2	1. Put an "X" on the line to show your rating: Social studies is: <div> 0 1 2 3 4 </div> Dull _____ Alive _____ Complicated _____ Easy _____ Harmful _____ Clear _____
(a) Construct a values inventory to test attitudes toward industry, change, growth. Administer before, during, and/or after studying the unit.	A1	2. Rose Moon and her family had lived in the house, built by her father, for as long as she could remember. Now, everyone in town is moving out of the expanding town and industrial development. Rose's life and life of her family would be changed for the better? strongly agree _____ agree _____ don't know _____ disagree _____ strongly
	A2	3. John Shaw's father was a welder. He was moving his family to a new town because he had a new job there. The lives of everyone in town would be better in their new home? strongly agree _____ agree _____ don't know _____ disagree _____ strongly
(b) Have students describe orally or in writing the feelings of a family who had to be relocated when industry moved in.	A3	4. New roads, houses, good jobs, hospitals and schools are being built. What an old town has? strongly agree _____ agree _____ don't know _____ disagree _____ strongly
(c) Show film "The Lake Man" and note attitudes displayed during post-viewing discussion.	A4	5. I would like to live in a boom town! strongly agree _____ agree _____ don't know _____ disagree _____ strongly
13. Evaluating the Attainment of Skill Objectives.	B	(Available from A-V Branch, Department of Education, Educational Services Division, black and white, lasts 27 minutes and was produced by the N. C. State Board of Education)
(a) Prepare written hypotheses predicting the future of Fort McMurray.	B1, B2	
(b) Locate the most recent census figures pertaining to Ft. McMurray.	B1	

	Objective	Related Materials and Activities
attainment of value	A1, 2	Values Inventory For "Would You Like to Live in a Boom Town"
a values inventory to		1. Put an "X" on the line to show your rating:
des toward industry,		Social studies is:
rowth. Administer be-		0 1 2 3 4 5
g, and/or after study-		Dull _____ Exciting _____
it.		Alive _____ Dead _____
		Complicated _____ Simple _____
		Easy _____ Hard _____
		Harmful _____ Useful _____
		Clear _____ Fuzzy _____
	A1	2. Rose Moon and her family had lived in the house, built by her chieftain grand-
		father, for as long as she could remember. Now, everyone was excited because
		of the expanding town and industrial development. Rose's life and the lives
		of her family would be changed for the better?
		strongly agree _____ agree _____ don't know _____ disagree _____ strongly disagree _____
	A2	3. John Shaw's father was a welder. He was moving his family to Fort McMurray
		because he had a new job there. The lives of everyone in the family would be
		better in their new home?
		strongly agree _____ agree _____ don't know _____ disagree _____ strongly disagree _____
ents describe orally or	A3	4. New roads, houses, good jobs, hospitals and schools are improvements over
he feelings of a family		what an old town has?
to be relocated when		strongly agree _____ agree _____ don't know _____ disagree _____ strongly disagree _____
oved in.		
"The Lake Man" and	A4	5. I would like to live in a boom town!
des displayed during		strongly agree _____ agree _____ don't know _____ disagree _____ strongly disagree _____
g discussion.		
Attainment of Skill	B	(Available from A-V Branch, Department of Education, Edmonton. Film is in
		black and white, lasts 27 minutes and was produced by the N.F.B.)
ritten hypotheses pre-	B1, B2	
future of Fort Mc-		
e most recent census	B1	
rtaining to Ft. Mc-		

Learning Experiences	Objective	Related Materials and Activities
(c) Read the special GCOS issue of <i>Our Sun</i> , Autumn, 1967, Sun Oil Company, to identify the attitudes of the author toward modernization.	B1	
(d) Prepare a map on which can be calculated area occupied by the tar sands.	B1	
14. Evaluating the Attainment of Knowledge Objectives.		
(a) Pinpoint the probable location of industries on a map showing land features, resources, and climate.	C1	
(b) Write a paragraph outlining the effects of industries being established in the area shown on the above map.	C5, 6, 7	

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	Objective	Related Materials and Activities
special GCOS issue un, Autumn, 1967, mpany, to identify the f the author toward on.	B1	
map on which can be area occupied by the	B1	
Attainment of ectives.		
the probable location of on a map showing land resources, and climate.	C1	
Paragraph outlining the industries being estab- the area shown on the	C5, 6, 7	

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DID THE AZTECS DESERVE TO BE CONQUERED?

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Grade Six Social Studies Sample Unit

DID THE AZTECS DESERVE TO BE CONQUERED?

OVERVIEW

This unit should provide opportunities for students to consider the responsible use of power. Are there occasions when one society (or individual) is justified in dominating another? If so, was the Spanish conquest of Mexico such an occasion?

In trying to find answers to these and related questions, students should pay particular attention to the effect that religion has on a society. Two major values should be of concern: **the dignity of man and freedom**. Students should decide how they will interpret and apply these values in their own lives.

The value issues which arise in this unit will require of students that they **comprehend** data from many sources, both print and non-print. This data must be **evaluated** during the process of making value judgments. Value judgments should be made and shared by students working together as members of a group. In the group setting, special attention will be devoted to having students **understand the feelings of their classmates** relative to the **dignity of man and freedom**.

Most of the unit will focus on the Aztec civilization prior to and during the Spanish conquest. Mexico's more recent history and current problems may be the subject of follow-up by interested Grade Six students. Further opportunities to study Mexico and other parts of the Americas will be open to students in the higher grades.

OBJECTIVES

A. Value Objectives

1. Students should clarify how they will in value placed upon human dignity.
2. Students should define what they consider level of freedom.

B. Skill Objectives

Students should develop the ability to extrapolate from many sources of data, including

1. Printed media
2. Nonprint media
3. Verbal and non-verbal communications

C. Knowledge Objectives

Students should gain a conceptual understanding of

1. Culture
2. Conflict
3. Power
4. Space
5. Stability
6. Change

Students should be able to formulate and explain these concepts and show relationships among them.

Grade Six Social Studies Sample Unit

DID THE AZTECS DESERVE TO BE CONQUERED?

OBJECTIVES

A. Value Objectives

1. Students should clarify how they will interpret and apply the value placed upon human dignity.
2. Students should define what they consider to be the optimum level of freedom.

B. Skill Objectives

Students should develop the ability to interpret, translate, and extrapolate from many sources of data, including:

1. Printed media
2. Nonprint media
3. Verbal and non-verbal communications of others

C. Knowledge Objectives

Students should gain a conceptual understanding of:

1. Culture
2. Conflict
3. Power
4. Space
5. Stability
6. Change

Students should be able to formulate generalizations which explain these concepts and show relationships among them.

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of power. Are there occasions when one society (or
ified in dominating another? If so, was the Spanish
co such an occasion?
find answers to these and related questions, students
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sh conquest. Mexico's more recent history and current
the subject of follow-up by interested Grade Six stu-
opportunities to study Mexico and other parts of the
open to students in the higher grades.

LEARNING OPPORTUNITIES

Learning Opportunity	Objective	Related Materials and Activities
Opener 1. Read verbal description of Aztec sacrifice and Canadian hockey. (Do not tell students what each description is about.) 2. Ask follow-up questions such as the following: a) Do you think these events describe something on this planet? b) Have the observations anything to do with religion? Why? c) How do you think the victim in each case felt? d) If you were one of the participants, would you rather take part in the first or second story? Why? e) Do you think sacrifice is civilized?	A 1, 2 B 3 C 1, 2	Samples of Abstract Stories <p>The screams of the victim echoed off the hills. Was the cold altar steps. The High Priest plunged his opened chest and pulled, pulled until the vessels strain of blood spat into the clear blue sky. He gasped and held the heart high above the altar, freely down his arm.</p> <p>(Make a game of hockey into a religious festival.)</p> <p>The men appeared to be following a small disc, a curved object clasped between two of their limbs, what the object of the ceremony was, but I was guided by the cries of the crowd. Sometimes they would cry aloud and came enmeshed in a kind of cage, but the climate when several of the creatures rushed upon one thrashing with their limbs. The roar was so deafening I close my ears to it. Slowly the tumult died and I was satisfied when they saw red matter emerge from their fellow creature.</p>
Development 1. Show selected frames of the filmstrip, "Aztec Achievements in Art and Science". Captions should be blocked out. Show only those frames dealing with religion, art, crafts, and architecture. Have students "read" each picture. 2. List questions which students ask during and following the filmstrip.	A 1, 2 B 2 C 1-6	Samples of Questions Raised by Pupils What Gods did they worship? Why did they sacrifice humans? When and where were the sacrifices performed? On what occasions were women sacrificed? How were the sacrifices conducted? Was it considered an honour to be sacrificed? Were the priests important, if so why? Why were they called the Aztecs? What is the location of the Aztec civilization? When did the civilization flourish? How did they become a powerful civilization? How did the Aztecs explain their history? What was their relationship with other tribes? How many Aztec tribes were there? Who were their enemies and why did they fight? What were their methods of fighting and with whom? What were the temples and homes built of?

LEARNING OPPORTUNITIES

Opportunity	Objective	Related Materials and Activities
<p>description of Aztec sacrifice and Do not tell students what each (t.)</p> <p>sions such as the following: these events describe something</p> <p>ervations anything to do with</p> <p>nk the victim in each case felt? of the participants, would you t in the first or second story?</p> <p>sacrifice is civilized?</p> <p>mes of the filmstrip, "Aztec Art and Science". Captions out. Show only those frames n, art, crafts, and architecture. l" each picture.</p>	<p>A 1, 2 B 3 C 1, 2</p> <p>A 1, 2 B 2 C 1-6</p>	<p>Samples of Abstract Stories</p> <p>The screams of the victim echoed off the hills. Warm blood ran down the cold altar steps. The High Priest plunged his old hand into the opened chest and pulled, pulled until the vessels snapped and a fountain of blood spat into the clear blue sky. He gave a shout of satisfaction and held the heart high above the altar, the blood running freely down his arm.</p> <p>(Make a game of hockey into a religious festival.)</p> <p>The men appeared to be following a small disc, hitting it with a curved object clasped between two of their limbs. I was not certain what the object of the ceremony was, but I was guided by the ecstatic cries of the crowd. Sometimes they would cry aloud if the disc became enmeshed in a kind of cage, but the climax of worship came when several of the creatures rushed upon one unfortunate victim, thrashing with their limbs. The roar was so deafening that I had to close my ears to it. Slowly the tumult died and I think the creatures were satisfied when they saw red matter emerge from the nucleus of their fellow creature.</p>
<p>ch students ask during and rip.</p>		<p>Samples of Questions Raised by Pupils</p> <p>What Gods did they worship? Why did they sacrifice humans? When and where were the sacrifices performed? On what occasions were women sacrificed? How were the sacrifices conducted? Was it considered an honour to be sacrificed? Were the priests important, if so why? Why were they called the Aztecs? What is the location of the Aztec civilization? When did the civilization flourish? How did they become a powerful civilization? How did the Aztecs explain their history? What was their relationship with other tribes? How many Aztec tribes were there? Who were their enemies and why did they fight? What were their methods of fighting and with what weapons? What were the temples and homes built of?</p>

Learning Opportunity	Objective	Related Materials and Activities
<p>3. Have students group questions into categories. Each category might be headed by a value question, e.g., "Did religion play too big a part in Aztec culture?" "Should Aztec leaders have shared their power more widely?" "Would the Aztecs have been happier if they had had greater technology?"</p> <p>4. Students work individually or in groups to find answers to the questions posed above.</p> <p>a) Prepare written hypotheses which attempt to answer the above questions.</p> <p>b) Test hypotheses by locating and using data listed in the attached bibliography.</p> <p>c) Reach tentative conclusions which serve to verify, reject or modify hypotheses.</p> <p>5. Students share findings with class. "Reports" should be brief and should make use of audio-visual materials.</p> <p>6. Use value clarification techniques.</p>	<p>A B C</p> <p>B 1, 2, 3</p> <p>A B C</p> <p>A1, 2</p>	<p>What remains of the Aztec civilization can be seen? Were they good craftsmen and scientists? What was the Aztec calendar like? What was their money like? What did they eat and drink? What was their agriculture like? Did they have any industries? How were their leaders elected and how were they controlled? What were their festivities and customs? What work did the women do? How important was it? What was their transportation and communication like? What was their writing like? Were they cruel people compared with people of other cultures? What was their government like? Who made the laws? What was the climate of this area? How were the children educated? Did they have slaves—if so how were they treated? What were their markets like? At what age did they marry? Did they treat old people with respect, how? Were they friendly people? What were their games and spare time activities? What was life in the home like?</p>
		<p>Role Playing</p> <p>1. A family has been informed that their son has been selected as a sacrifice to the gods. The proud man (this is the ultimate honor) must decide differently. Act out a probable argument between the two. Try to reach an agreement.</p> <p>2. Cortes' soldiers have overheard their plans to turn back and press on to the Aztec capital. They must decide what to do.</p> <p>3. Cortes orders his men to stuff their faces with gold before they make a break for freedom. Two or two experienced soldiers try to persuade them not to obey, thus lightening their load and increasing their chances of escape. Act out what you would do.</p>

Learning Opportunity	Objective	Related Materials and Activities
<p>group questions into categories. might be headed by a value ques- d religion play too big a part in "Should Aztec leaders have shared more widely?" "Would the Aztecs prosper if they had had greater tech-</p> <p>individually or in groups to find e questions posed above. ritten hypotheses which attempt to e above questions. theses by locating and using data he attached bibliography. tative conclusions which serve to ect or modify hypotheses.</p> <p>re findings with class. "Reports" ef and should make use of audio- ls.</p> <p>ification techniques.</p>	<p>A B C</p> <p>B 1, 2, 3</p> <p>A B C</p> <p>A1, 2</p>	<p>What remains of the Aztec civilization can be seen today? Were they good craftsmen and scientists? What was the Aztec calendar like? What was their money like? What did they eat and drink? What was their agriculture like? Did they have any industries? How were their leaders elected and how were they buried? What were their festivities and customs? What work did the women do? How important were women? What was their transportation and communication like? What was their writing like? Were they cruel people compared with people today? What was their government like? Who made the laws? What was the climate of this area? How were the children educated? Did they have slaves—if so how were they treated? What were their markets like? At what age did they marry? Did they treat old people with respect, how were they looked after? Were they friendly people? What were their games and spare time activities? What was life in the home like?</p>
		<p>Role Playing</p> <ol style="list-style-type: none"> 1. A family has been informed that their son, a fine Aztec warrior, has been selected as a sacrifice to the Gods. The father is a proud man (this is the ultimate honour) but the mother reacts differently. Act out a probable argument that might develop between the two. Try to reach an agreement. 2. Cortes' soldiers have overheard their chief's plan to burn the ships and press on to the Aztec capital. They discuss what might happen—death or riches, and decide what they themselves plan to do. 3. Cortes orders his men to stuff their pockets full of treasure before they make a break for freedom across the causeway. One or two experienced soldiers try to persuade the younger ones not to obey, thus lightening their loads and increasing their chances of escape. Act out what you would do.

Learning Opportunity	Objective	Related Materials and Activities
		<p>4. The Aztecs are faced with the possibility that they will be killed by the Spaniards. They have to decide whether to fight or obey the Spaniards. Discussion by the class on their decision.</p> <p>5. An old Aztec priest, tired of killing, tries to convince Cortes not to go out and fight a neighbouring tribe (the Aztecs capture many prisoners for sacrifice). The Spaniards will do.</p> <p>Prepare Position Statements React to the following questions by explaining why you feel that way: Do you think the Aztecs should be regarded as savages? Was Cortes to be admired? Would you like to have been a Spanish soldier? Why? What would you have done had you had access to the Aztecs? Was it progress when the Spaniards brought their civilization to the Aztecs?</p> <p>The Consensus Game Randomly-selected groups of four to six students will discuss their opinion on one of the alternatives in the following questions.</p> <ol style="list-style-type: none"> If you were a native living near the Aztec capital, how would your reaction be to the Aztec-Spaniard war? <ol style="list-style-type: none"> To join the Spaniards. See an opportunity to join forces with the Spaniards to end old quarrels. Ignore the fight. Move to another village further away. Cortes tells you that they are going to cross the river. It might be a trap. Would you rather be: <ol style="list-style-type: none"> At the front of the army. At the back. In the middle. Hidden to see what will happen. Imagine you had been captured by the Aztecs and were a child. They killed your parents and destroyed your village. They have treated you well. You have lived with them for many years. One day, another army attacks the Aztecs. What information about a causeway that might collapse would you give them?
		<ol style="list-style-type: none"> <ol style="list-style-type: none"> To join the Spaniards. See an opportunity to join forces with the Spaniards to end old quarrels. Ignore the fight. Move to another village further away. <ol style="list-style-type: none"> At the front of the army. At the back. In the middle. Hidden to see what will happen. Imagine you had been captured by the Aztecs and were a child. They killed your parents and destroyed your village. They have treated you well. You have lived with them for many years. One day, another army attacks the Aztecs. What information about a causeway that might collapse would you give them?

Learning Opportunity	Objective	Related Materials and Activities
		<p>4. The Aztecs are faced with the possibility that their leader will be killed by the Spaniards. They have to decide whether to fight on or obey the Spaniards. Discussion by the crowd leads to a decision.</p> <p>5. An old Aztec priest, tired of killing, tries to persuade his son not to go out and fight a neighbouring tribe (his mission—to capture many prisoners for sacrifice). The son decides what he will do.</p> <p>Prepare Position Statements React to/the following questions by explaining what you feel and why you feel that way: Do you think the Aztecs should be regarded as heroes? Was Cortes to be admired? Would you like to have been a Spanish soldier? Why? What would you have done had you had access to the treasure? Was it progress when the Spaniards brought their civilization to the Aztecs?</p> <p>The Consensus Game Randomly-selected groups of four to six students should reach agreement on one of the alternatives in the following situations:</p> <ol style="list-style-type: none"> If you were a native living near the Aztec capital, what would your reaction be to the Aztec-Spaniard war? <ol style="list-style-type: none"> To join the Spaniards. See an opportunity to join forces with the Aztecs and patch up old quarrels. Ignore the fight. Move to another village further away. Cortes tells you that they are going to cross the causeway but it might be a trap. Would you rather be: <ol style="list-style-type: none"> At the front of the army. At the back. In the middle. Hidden to see what will happen. Imagine you had been captured by the Aztecs as a five year old child. They killed your parents and destroyed your village, but have treated you well. You have lived with them for six years. One day, another army attacks the Aztecs. You have vital information about a causeway that might collapse. Would you:
		<ol style="list-style-type: none"> <ol style="list-style-type: none"> To join the Spaniards. See an opportunity to join forces with the Aztecs and patch up old quarrels. Ignore the fight. Move to another village further away. Cortes tells you that they are going to cross the causeway but it might be a trap. Would you rather be: <ol style="list-style-type: none"> At the front of the army. At the back. In the middle. Hidden to see what will happen. Imagine you had been captured by the Aztecs as a five year old child. They killed your parents and destroyed your village, but have treated you well. You have lived with them for six years. One day, another army attacks the Aztecs. You have vital information about a causeway that might collapse. Would you:

Learning Opportunity	Objective	Related Materials and Activities
<p>7. Evaluation</p> <p>To evaluate students' work on this unit, it is recommended that the evaluation be on a continuing basis, with observation of participation the chief factor, supplemented by evaluation of work produced.</p> <p>The pupils should demonstrate that they have clarified their feelings, attitudes, beliefs and values relating to dignity of man and freedom. (Acceptance of a common value or of the teachers' values is not an objective of the course and must never be used in evaluation.)</p> <p>Students should have developed their ability to comprehend, to evaluate, and to work as members of a group; and should have gained a conceptual understanding of culture, space, conflict, conservation, power and norms.</p>		<ul style="list-style-type: none"> a) Tell the attacking army, so that they can go their way. b) Tell the Aztecs, so that they can try to stop them. c) Stay silent, and watch what happens. <p>4. You are confronted with the Aztec gold.</p> <ul style="list-style-type: none"> a) Obey your leader and take some. b) Take some and return it later. c) Refuse to take any. d) Argue that you shouldn't touch it. <p>Radio Programs</p> <p>Two small groups of between 3-5 students each, with a student who excels at drama in each group. The groups form themselves into two hypothetical radio companies, one broadcasting from Tenochtitlán and the other from a broadcast unit with Cortes.</p> <p>Each group describes in the broadcast the events leading to the destruction of the Aztec Empire.</p> <p>The objective of each group is to reflect the views of either the Spanish or the Aztecs, emphasizing the view that their civilization is correct and the other is incorrect.</p> <p>These broadcasts are then taped and sound effects are added. The tapes are then played to the whole class.</p> <p>The tapes along with careful questioning are used to lead to a discussion along pro-Aztec, pro-Spanish lines.</p> <p>Individual students have a particular point to make.</p> <p>Techniques for evaluating the attainment of knowledge objectives are described in Chapter VI.</p>

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Learning Opportunity	Objective	Related Materials and Activities
<p>students' work on this unit, it is that the evaluation be on a con- with observation of participation or, supplemented by evaluation of d.</p> <p>should demonstrate that they have feelings, attitudes, beliefs and values gnity of man and freedom. (Accept- mon value or of the teachers' values ective of the course and must never valuation.)</p> <p>uld have developed their ability to to evaluate, and to work as members and should have gained a conceptual g of culture, space, conflict, conserva- and norms.</p>		<ul style="list-style-type: none">a) Tell the attacking army, so that they will not use that cause-way.b) Tell the Aztecs, so that they can trick the attackers.c) Stay silent, and watch what happens. <p>4. You are confronted with the Aztec gold. Would you:</p> <ul style="list-style-type: none">a) Obey your leader and take some.b) Take some and return it later.c) Refuse to take any.d) Argue that you shouldn't touch it as it isn't yours. <p>Radio Programs</p> <p>Two small groups of between 3-5 students are selected, preferably with a student who excels at drama in each.</p> <p>The groups form themselves into two hypothetical broadcasting companies, one broadcasting from Tenochtitlán and the other an outside broadcast unit with Cortes.</p> <p>Each group describes in the broadcast the events which lead to the destruction of the Aztec Empire.</p> <p>The objective of each group is to reflect the biased opinion of either the Spanish or the Aztecs, emphasizing the conviction of each that their civilization is correct and the other is evil.</p> <p>These broadcasts are then taped and sound effects added if needed. The tapes are then played to the whole class.</p> <p>The tapes along with careful questioning are used to promote a discussion along pro-Aztec, pro-Spanish lines to ascertain exactly why individual students have a particular point of view.</p> <p>Techniques for evaluating the attainment of valuing, skills, and knowledge objectives are described in Chapter III of this handbook.</p>

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N.B. There is a dearth of material suited to the reading level of Grade VI pupils.

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January 1959 —Maya

January 1969 —The Quetzal

September 1959 —Gifts for the Jaguar God

August 1953 —Hunting Prehistory in Pa

September 1941 —Expedition Uncovers Bu
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November 1936 —Yucatan Home of the G

August 1958 —How Old Is It?

October 1968 —Mexico's Window on the

Teacher Reference

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Additional Print Materials:

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January 1969 —The Quetzal

September 1959 —Gifts for the Jaguar God

August 1953 —Hunting Prehistory in Panama Jungle

September 1941 —Expedition Unearths Buried Masterpiece of Jade

November 1936 —Yucatan Home of the Gifted Maya

August 1958 —How Old Is It?

October 1968 —Mexico's Window on the Past

Teacher Reference

Farb, Peter. *Man's Rise to Civilization As Shown by the Indians of North America, From Primeval Times to the Coming of the Industrial State.* Dutton.

Additional Print Materials:

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xico (Our World). Julian Messner, New York.

BIBLIOGRAPHY (Continued)

b. Non-print Materials

It is recommended that the film-strips be used with time for interaction about each frame, and with the text not shown at first.

16mm Films

- T-1132 **Spanish Conquest of the New World** (Cortes & Montezuma)
Running Time—10 minutes
- TK-1635 **Mexico, Land and People** (Mexico, Past and Present)
Running Time—20 minutes
- TK-1781 **The Spanish Explorers** (Columbus, Cortes, Coronado, etc.)
Running Time—15 minutes

Filmstrips

Ancient American Civilization Series

- PK-4874 **Incas and Their Way of Life.**
Frame 41
- PK-4875 **Inca Achievements in Art and Science.**
Frame 38
- PK-4876 **The Maya and Their Way of Life.**
Frame 45
- PK-4877 **Mayan Achievements in Art and Science.**
Frame 41
- PK-4878 **The Aztecs and Their Way of Life.**
Frame 42
- PK-4879 **Aztec Achievements in Art and Science.**
Frame 37
- PK-4880 **Aztecs, Incas and Mayas—A Comparison.**
Frame 44
- PK-4090 **Incas, Mayas, and Aztecs.**
Frame 52
- PK-1359 **Age of Exploration. By Life.**
Frame 50
- PK-3939 **Peru** (Topography and Inca Descendants) by McGraw-Hill.

The following table is intended to facilitate frames selectively, without captions, as a basis for information. Only major areas are identified in the repeated in other filmstrips. Frames generally show more than actual photographs.

Number of Frames on this Subject	
Subject	A
Maps	2
Religion	5
War	1
Farming, Food	6
Transportation, Etc.	1
Arts, Crafts, Architecture	7
Technology	2
Government	

A. The Aztecs and Their Way of Life.

B. The Aztecs, The Maya, The Incas: A Comparison

C. Aztec Achievement in Art and Science.

D. The Incas, The Maya and the Aztecs.

The Maya and Their Way of Life, Inca Achievements in Art and Science, The Incas and Their Way of Life, and The Aztecs and Their Way of Life, all provide opportunities for comparison. The first two provide some reference to Incas generally, tabulates the Aztecs, and makes the role of the Indian clearer. The third places the Cortes story in context while pointing out the similarity of the Europeans.

Audio Tape

147-T1B He Wore a Woven Wrapper.

(Story of an Aztec boy of 600 years ago who lived in this ancient civilization). 15 minutes.

School Broadcasts entitled "A Brave and Fearful World" and "The Last Days of the Aztecs" are available on tape from the dubbing service of the Audio-Visual Department of Education, Edmonton. 15 minutes.

Continued)

als

that the film-strips be used with time for inter-frame, and with the text not shown at first.

Conquest of the New World (Cortes & Montc-

g Time—10 minutes

Land and People (Mexico, Past and Present)

g Time—20 minutes

Spanish Explorers (Columbus, Cortes, Coronado,

g Time—15 minutes

Civilization Series

and Their Way of Life.

41
Achievements in Art and Science.

38
Maya and Their Way of Life.

45
Achievements in Art and Science.

41
Aztecs and Their Way of Life.

42
Achievements in Art and Science.

37
Incas and Mayas—A Comparison.

44
Mayas, and Aztecs.

52
Exploration. By Life.

50
Topography and Inca Descendants) by McGraw-

The following table is intended to facilitate planning to use single frames selectively, without captions, as a basis for discussion and information. Only major areas are identified in the table. Some frames are repeated in other filmstrips. Frames generally show illustrations rather than actual photographs.

Number of Frames on this Subject in Filmstrip

Subject	A	B	C	D
Maps	2	3	2	
Religion	5	4	8	6
War	1		3	5
Farming, Food	6	5	2	3
Transportation, Etc.	1	1		
Arts, Crafts, Architecture	7	6	8	
Technology	2	2	1	1
Government		1	4	

A. The Aztecs and Their Way of Life.

B. The Aztecs, The Maya, The Incas: A Comparison.

C. Aztec Achievement in Art and Science.

D. The Incas, The Maya and the Aztecs.

The Maya and Their Way of Life, Inca Achievements in Art and Science, The Incas and Their Way of Life, and Mayan Achievements in Art and Science, all provide opportunities for comparisons: Peru makes some reference to Incas generally, tabulates Peruvian resources and ways, and makes the role of the Indian clearer; and the Age of Exploration places the Cortes story in context while pointing out the rapaciousness of the Europeans.

Audio Tape

147-T1B He Wore a Woven Wrapper.

(Story of an Aztec boy of 600 years ago, and aspects of life in this ancient civilization). 15 minutes.

School Broadcasts entitled "A Brave and Fearful People", "War—and Why" and "The Last Days of the Aztecs" are available for dubbing on tape from the dubbing service of the Audio-Visual Services Branch, Department of Education, Edmonton. 15 minutes each.